

## Perth & Kinross Council

### Job Profile

<b>Job Title</b>	<b>School Based Lead Teacher (Secondary) Infrastructure, Engineering and Construction</b>
<b>Service</b>	<b>Education &amp; Children's Services</b>
<b>Grade</b>	<b>Lead Teacher PT 2</b>
<b>Reports to</b>	<b>Headteacher</b>
<b>Responsible for</b>	<b>Leading the development of Infrastructure, Engineering and Construction pathways</b>

#### **Job Purpose**

Subject to the policies of schools and the education authority, the Lead Teacher will promote and embed curricular pathways in the Infrastructure, Engineering and Construction sectors, including the development and leadership of Foundation Apprenticeship pathways related to these industry sectors. Employer and partnership engagement will feature in aspects of this role, related to local, regional and national Labour Market Intelligence (LMI) and other associated data, which will support 3-18 skills development and DYW activities, such as co-ordinating, promoting and leading events which raise stakeholder awareness of Infrastructure, Engineering and Construction. The post holder will work closely with Economic Development to build strong industry partnerships, across the Perth and Kinross Learning Partnerships which will underpin innovative curriculum development and work-based opportunities, resulting in improved outcomes for all Perth and Kinross Learners.

### **Main Accountabilities**

In addition to fulfilling the duties of a teacher as described in The SNCT Handbook of Conditions of Service, Part 2, paragraph 2, paragraph 2.8, the post holder will fulfil the duties of a Lead Teacher.

The post will contribute positively to the overall achievement and attainment for all students, with a particular focus on developing pathways in Infrastructure, Engineering and Construction into and beyond the senior phase. The post holder will demonstrate strong in person and digital pedagogical skill, supporting the 'Home' school and other PKC schools to deliver the highest quality of learning, teaching and assessment; whilst robustly tracking skills, knowledge and progress.

The post-holder will work with others to develop and promote innovative and engaging curriculum content, which will be co-ordinated and developed in partnership with Perth and Kinross secondary school teachers, industry, training providers, Further and Higher Education.

The Lead Teacher of Infrastructure, Engineering and Construction is accountable to the Headteacher of the 'home school'. Undertaking **up to** 18 hours allocated teaching time with an appropriate allocation of management time.

**The strategic and operational direction of colleagues, including:**

- Apply consultative leadership and work in collaboration with others to ensure consistently standards of high-quality Learning, Teaching and Assessment, associated with the role
- Work collaboratively with the Senior Leadership team to ensure a coherent and progressive experience and pathways for all students.
- Support the development and delivery of pathways information, including in-school in-service work; attend meetings; provide clear guidance to staff; delegate specific responsibilities.
- Support the health, safety and wellbeing of colleagues.

**Quality Improvement and Curriculum Development, including:**

- Contribute to Curriculum development and quality assurance to ensure the highest possible quality of learning and teaching and maximise the attainment and achievement of all pupils.
- Monitor and contribute towards regional priorities and improvement plans that pertain to Infrastructure, Engineering and Construction and provide reports/recommendations to the Senior Management Teams, on matters related to the role.
- Contribute to integrated approaches to self-evaluation, improvement planning and ensuring the impact of planned improvements within the context of the role.
- Co-ordinate a rigorous programme of quality assurance through PTs, tracking and monitoring to ensure there are a range of appropriate and challenging pathways for all students. Co-ordinate interventions through PTs, as appropriate
- Provide support for colleagues to plan, develop and evaluate appropriate courses, pathways and awards that meet the needs of all students across the school.
- Proactively seek up to date research and data to inform improvements to the curricular experience for students.
- Contribute to the development of new national, industry relevant skills frameworks, pathways and qualifications.
- Establish strong partnership networks to enhance curricular experience.

**Learning, Teaching and Assessment (LT&A)**

- Using a range of pedagogical approaches, develop engaging programmes, utilising mechanisms to improve through cognisance of pupil voice.
- Contribute to the development of appropriate methodologies, assessment and reporting procedures in line with the principles of the Perth and Kinross Learning, Teaching, Assessment and framework in partnership with relevant training providers and partners
- Support curriculum access through building pupil capacities in literacy, numeracy, health and wellbeing.
- Contribute to the development of Infrastructure, Engineering and Construction experiences through the Broad General Education (BGE)

**Tracking and monitoring to improve student achievement and attainment**

- Work in partnership with others, including staff, external stakeholders, Skills Development Scotland (SDS), the Pupil and their parent/carer, to monitor the progress in learning of students within the range of developed pathways (e.g. NPA, Foundation Apprenticeships).
- Develop robust approaches to tracking 3-18 skills and knowledge, through framework development.
- Work with colleagues and school systems in relation to close the poverty related attainment gap and ensure the progress of identified students is regularly monitored and appropriate interventions are actioned.

**Providing advice and guidance to students, colleagues and parents**

- Be responsible for creating, developing and sharing key information about opportunities, pathways and choices related to the role, with a particular focus on business and entrepreneurship pathways.

- Ensuring that the development, introduction and embedding of pathways has a clear link to attainment and post-school destinations information.
- Lead on promotion, education and advice/guidance to stakeholders, including pupils.
- Be responsible for efficient and effective communication with and involvement of parents/carers.
- Support faculties to make accurate Senior Phase coursing recommendations (report cards and tracking)

### **Positive behaviour management of students**

- Build strong professional, caring relationships with learners. Where necessary, take appropriate action, consistent within the school policies to ensure efficient communication with students, colleagues, parents/carers and partners/training providers regarding issues raised through the referral process, as relevant to the role.

### **Partnership Working**

- Liaise with a range of partner agencies; the public sector, third sector, training providers, local community, business, Further and Higher Education, to benefit all students' achievement and attainment.
- Work in partnership with colleagues and other stakeholders to align with agreed policies and Council priorities.
- Liaise with Local Management Group schools: both primary and secondary and local authority education staff to support a coherent, progressive and high-quality curricular experiences and develop Foundation Apprenticeship opportunities
- Strengthen and develop pupil transitions as they move to Secondary education and or Senior phase including pupils within other Local Management Group schools

Any other duties, as appropriate, to the Lead Teacher role (PT2), to support the operation and management of the schools, as requested by the home school Headteacher.

**There is an expectation that shortlisted applicants will meet the requirements below**

<b>Knowledge &amp; Experience</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Have a secondary degree qualification in secondary education for Technologies or Mathematics</li> <li>• Have or be eligible for full GTC Scotland registration prior to commencement in post.</li> <li>• Have recent experience of teaching Technologies or Engineering/Architectural related subjects.</li> <li>• Have experience relating to successful partnership working with external groups / organisations and developing new opportunities</li> <li>• Have an up to date understanding of the needs of Infrastructure, Engineering and Construction</li> <li>• Have a current understanding of regional labour market intelligence (LMI) and workforce demand pertaining to Technologies, as published by Skills Development Scotland</li> <li>• Promote a vision for Infrastructure, Engineering and Construction courses.</li> <li>• Have a secure understanding or experience of Foundation Apprenticeships</li> <li>• Have a clear understanding of the role and a responsibilities of a Lead Teacher</li> <li>• Have demonstrable experience of working collaboratively with both Middle and Senior Leaders to develop and deliver the curriculum</li> <li>• Have experience of curriculum development and quality assurance.</li> <li>• Have experience of meeting the needs of all learners.</li> <li>• Be able to audit and evaluate educational provision.</li> </ul>

<ul style="list-style-type: none"> <li>• Be able to demonstrate knowledge of relevant, current curriculum and assessment issues and their bearing on classroom practice 3-18.</li> <li>• Be able to demonstrate knowledge and understanding of processes related to school improvement and the self-evaluation cycle.</li> <li>• Be able to demonstrate involvement in a leadership role.</li> <li>• Have an understanding of the inclusion agenda.</li> <li>• Have experience of working with a range of stakeholders both internal and external.</li> <li>• Have the ability to manage change and improvement effectively.</li> <li>• Be able to demonstrate effective time and resource management.</li> <li>• Have an awareness of managing developments.</li> <li>• Have an understanding of national and local priorities.</li> </ul>
<b>Customer Care</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• You must be able to develop and sustain a positive rapport and relationships with staff, pupils, parents and partners.</li> <li>• Have a solution orientated approach to managing sensitive and/or challenging situations.</li> </ul>
<b>Health &amp; Safety</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Be able to cope with the demands of the job and attend on a regular basis.</li> <li>• Have an awareness of Health and Safety Issues as they affect you and others and comply with all relevant Health and Safety legislation.</li> </ul>
<b>Equality &amp; Dignity at Work</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Be able to treat pupils, colleagues, parents and the community in accordance with the Council's policies associated with equalities and standards of behaviour.</li> <li>• Be able to demonstrate commitment to the policy and practice of inclusion.</li> <li>• Be able to promote and develop a positive school ethos.</li> </ul>
<b>Communications</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Be able to communicate and liaise effectively and sensitively with staff, parents, pupils and the wider community</li> <li>• Possess effective oral and written communication skills</li> </ul>
<b>Flexibility</b>
<ul style="list-style-type: none"> <li>• You must be committed to being involved in the life and work of the whole school community and the local authority.</li> <li>• Have a willingness to build links with the wider community.</li> </ul>
<b>Achievement of Results</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Be able to track and analyse pupil attainment.</li> <li>• Be able to plan for and implement strategies to raise attainment levels of all pupils.</li> </ul>
<b>Quality</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Be able to contribute to school self-evaluation, planning and development.</li> <li>• Have evidence of a strong commitment to raising standards and promoting effective learning and teaching.</li> </ul>
<b>Team Working</b>
<p>You must:-</p> <ul style="list-style-type: none"> <li>• Be able to model and demonstrate effective learning and teaching</li> <li>• Be able to motivate colleagues and promote successful teamwork.</li> <li>• Have experience of working successfully as part of a team.</li> <li>• Have evidence of working with parents, community and other agencies.</li> </ul>

<b>Decision Making &amp; Problem Solving</b>
<ul style="list-style-type: none"><li>• You must be able to resolve situations through effective decision making, as appropriate.</li><li>• Be able to work under your own initiative.</li></ul>
<b>Any Additional Requirements</b>
<ul style="list-style-type: none"><li>• You will have a commitment to continuing professional development.</li></ul>