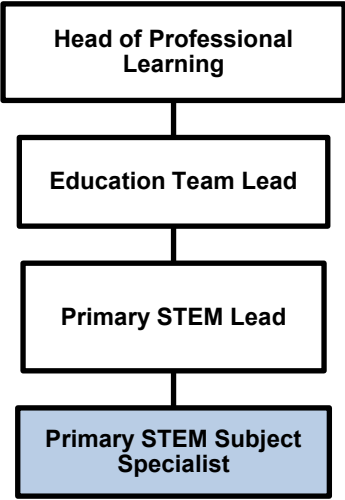


STEM Learning Limited

1. Role Particulars	
Role Title: Primary STEM Subject Specialist	Reports to: Primary STEM Lead
2. Organogram	
 <pre> graph TD A[Head of Professional Learning] --> B[Education Team Lead] B --> C[Primary STEM Lead] C --> D[Primary STEM Subject Specialist] </pre>	
3. Purpose of role	
To provide specialist educational and subject expertise in primary STEM across STEM Learning, ensuring that programmes and activities are evidence-informed, pedagogically robust and responsive to the needs of educational professionals and learners. The role will work across programmes, including commercial CPD, resources (including Explorify) and other programmes delivered by the organisation, providing specialist subject and educational expertise to support the development, quality and delivery of high-impact provision. The role will also contribute to STEM Learning's understanding of emerging developments in primary STEM education, curriculum and pedagogy, supporting innovation and continuous improvement across the organisation.	
4. Key Results / Accountabilities expected from role	
Contribute to the development of evidence-informed professional learning - Contribute to the design and development of high-quality, evidence-informed professional learning in primary STEM, with a particular focus on primary science and broader STEM learning. - Develop provision across a range of delivery models, including face-to-face, live-online and self-directed online professional learning. - Ensure professional learning reflects current curriculum requirements, research evidence, effective pedagogy and the needs of primary educators. - Apply effective learning design principles to create engaging, accessible and impactful professional learning experiences. - Take a leading role in the quality assurance and continuous improvement of STEM Learning's primary professional learning programmes, working with colleagues to ensure provision remains evidence-informed, relevant and impactful. - Ensure professional learning programmes deliver meaningful outcomes for teachers and improved experiences for children and young people. Contribute to STEM Learning's digital resources, including Explorify - Support the collation, quality assurance and curation of primary STEM resources, taking responsibility for agreed areas of provision and development. - Undertake gap analysis of existing resources and identify priorities for future development. - Author and quality assure digital resources, including classroom activities, teaching materials and guidance for educators. - Contribute to the continued development of Explorify and other STEM Learning resource collections.	

- Work collaboratively with authors, educators, subject experts and partner organisations to develop high-quality resources.
- Ensure resources are evidence-informed, inclusive and responsive to the needs of diverse learners and educational settings.

Contribute to STEM Learning's response to curriculum and assessment reform

- Maintain up-to-date knowledge of developments in primary STEM curriculum, assessment, policy and research.
- Apply curriculum and subject expertise to the development and review of resources, including Explorify, and professional learning programmes.
- Support the identification of gaps and opportunities within STEM Learning's primary STEM offer.
- Translate educational research and policy developments into practical resources and professional learning that support classroom practice.
- Contribute to the review, quality assurance and continuous improvement of STEM Learning's primary STEM provision.

Work collaboratively to deliver high-quality programmes and resources

- Work with colleagues, educators, authors and external partners to develop and deliver high-quality primary STEM resources and professional learning.
- Provide specialist primary STEM expertise to support programme development, delivery and evaluation.
- Contribute to collaborative projects and funded programmes, ensuring outputs meet agreed quality standards and timescales.
- Work closely with internal and external contributors to review, develop and quality assure resources and professional learning.
- Support effective communication and collaboration between project partners, contributors and STEM Learning teams.
- Share expertise and effective practice to enhance the quality and impact of STEM Learning's work.

Drive reach, impact and continuous improvement

- Contribute to achieving agreed project and programme KPIs relating to reach, quality and impact.
- Use evidence, evaluation, learner and participant feedback, and sector intelligence to improve programmes, resources and professional learning.
- Support the collection and analysis of evidence demonstrating the impact of STEM Learning's work.
- Contribute ideas and subject expertise to support increased engagement with primary professional learning and resources.
- Ensure that programmes and professional learning deliver demonstrable value for teachers, education professionals and learners.

Successful candidates will demonstrate STEM Learning's values:

- **Sustainable** - Contribute to the long-term sustainability of primary STEM provision by developing high-quality, scalable resources and professional learning. Use evidence, evaluation and feedback to ensure provision remains relevant, effective and delivers lasting value for educators and learners.
- **Innovative** - Respond creatively to developments in primary STEM curricula, research, pedagogy and technology. Contribute to new and engaging approaches to resources and professional learning that support effective classroom practice.
- **Proactive** - Maintain awareness of developments in primary STEM education and take action within the scope of the role to keep resources and professional learning current, relevant and responsive to educators' needs.

5. Key challenges faced in the role

- **Maintaining quality and accuracy at scale** – Ensuring that primary STEM resources and professional learning are scientifically accurate, evidence-informed, pedagogically robust and accessible, while working across a large and diverse portfolio of content.
- **Responding to a changing educational landscape** – Keeping up to date with developments in curriculum, assessment, educational research and policy, and translating these into practical resources and professional learning that meet the needs of educators.

- **Balancing multiple priorities and deadlines** – Managing competing demands across resource development, quality assurance, professional learning and funded project delivery, while maintaining high standards and meeting agreed timescales.
- **Meeting the needs of diverse audiences** – Developing resources and professional learning that are relevant and accessible to educators working in a wide range of schools, contexts and levels of experience.
- **Collaborating effectively with colleagues and partners** – Working with internal teams, authors, educators, subject experts and external partners to develop and deliver high-quality resources and professional learning.
- **Demonstrating impact and driving improvement** – Using evidence, evaluation and feedback to continuously improve resources and professional learning, ensuring they achieve meaningful outcomes for teachers and learners.
- **Developing engaging STEM learning experiences** – Creating resources and professional learning that are scientifically rigorous whilst remaining engaging, practical and relevant to classroom teaching and learning

6. Any other information

The National STEM Learning Centre supports STEM teaching and learning through the provision of professional learning, resources, communities and partnerships that improve outcomes for teachers and young people.

This role is particularly suited to an experienced primary educator with substantial expertise in primary science and experience of leading science within a school, trust or wider educational setting. The successful candidate will also have knowledge and experience of one or more of design and technology, engineering or mathematics and a strong understanding of effective primary STEM education.

The post holder will work closely with the Primary STEM Lead and Resources Project Coordinator to support the delivery of a funded programme of work. This will include the review, quality assurance, curation and development of primary STEM resources, including Explorify, as well as the development and delivery of evidence-informed professional learning. The role is primarily focused on primary STEM education; however, an awareness of the Key Stage 3 curriculum and the challenges associated with transition from primary to secondary education would be advantageous, as there may be opportunities to contribute to transition-focused resources and professional learning.

The postholder will make a significant contribution to maintaining the quality and relevance of STEM Learning's primary professional learning offer. This includes reviewing and updating provision to ensure it remains current, evidence-informed, pedagogically robust and aligned with the needs of educators and developments in curriculum, assessment and research.

The successful candidate will be expected to ensure that resources and professional learning are scientifically accurate, educationally sound and appropriate for diverse educational contexts. They will work with authors, facilitators, subject experts and partner organisations to support the development of high-quality resources and professional learning.

The role requires strong collaborative working and the ability to build effective relationships with colleagues, contributors and external partners. The post holder will work closely with teams across STEM Learning to supporting the quality, reach and impact of primary STEM programmes and resources.

7. Relevant experience and expertise (typical educational qualification and experience)

- **Qualified teacher status or equivalent experience within primary education**, with substantial recent experience of teaching in a primary school or other relevant educational setting.
- **Substantial expertise in primary science**, including secure subject and pedagogical knowledge, and experience of leading or supporting the development of science within a school, trust or wider educational context.
- **Knowledge and experience of at least one other area of primary STEM**, such as design and technology, engineering or mathematics.
- **A strong understanding of effective primary STEM education**, including curriculum requirements, progression, assessment and inclusive classroom practice.
- **Experience of developing and delivering high-quality professional learning** for teachers and other education professionals across a range of delivery formats.
- **Some experience of developing, reviewing, adapting or curating educational resources**, with the ability to ensure that content is scientifically and subject accurate, accessible and appropriate for the intended audience.

- **The ability to critically engage with educational research and evidence** and translate this into practical resources, guidance and professional learning.
- **Excellent written and verbal communication skills**, with the ability to communicate scientific, subject-specific and educational ideas clearly to a range of audiences.
- **Experience of working collaboratively with colleagues, educators, authors, subject experts and external partners** to develop and deliver high-quality resources, programmes and professional learning.
- **Strong organisational skills**, with the ability to manage competing priorities, work independently and collaboratively, and deliver high-quality outputs to agreed timescales.
- **A commitment to ongoing professional learning**, including maintaining current knowledge of developments in primary STEM curricula, pedagogy, research and policy.

The following would be advantageous:

- **Experience of reviewing and quality assuring professional learning**, ensuring that content is current, evidence-informed, pedagogically robust and responsive to the needs of educators.
- **An understanding of progression from Key Stage 2 into Key Stage 3**, including the challenges associated with transition from primary to secondary education.
- **A relevant degree or postgraduate qualification** in education, science or another STEM-related discipline.

8. Economic dimensions associated with the role (if any)

N/A

9. Location

Remote-based role with regular travel to York.