



## **JOB DESCRIPTION AND PERSON SPECIFICATION**

<b>POST TITLE:</b>	<b>TEACHER</b>
<b>GRADE:</b>	<b>M1 – U3</b>

### **JOB PURPOSE**

As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

### **RESPONSIBILITIES**

#### ***TEACHING***

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

## ***HEALTH, SAFETY AND DISCIPLINE***

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures as per the whole-school behaviour policy
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

## ***WHOLE SCHOOL ORGANISATION AND STRATEGY***

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events, including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

## ***MANAGEMENT OF STAFF AND RESOURCES***

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, ITT students and ECTs.
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

## ***PROFESSIONAL DEVELOPMENT***

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

## **COMMUNICATION**

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

## **WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS**

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

## **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS**

- Frequent periods of sitting, standing, and moving around the school environment.
- Manual handling and occasional physical support of pupils in line with health and safety guidance.
- Ability to respond to emotional, behavioural, or physical challenges, including dealing with emergencies.
- Flexibility to work during term time, including occasional meetings or training outside normal hours.
- Regular work within classroom and school environments, including indoor and outdoor activities.
- Role requires sustained concentration, initiative and emotional resilience when working with pupils who may present behavioural, emotional or physical challenges.
- Requires the ability to respond calmly and appropriately to incidents, emergencies and safeguarding concerns.

## **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

## PERSON SPECIFICATION

Experience	Essential or Desirable
Proven record of success as an outstanding Teacher	E
An understanding and demonstration of barriers to learning and how those may be overcome	E
Experience of managing student performance and intervention strategies to raise performance	E
Experience of safeguarding and additional educational needs	E
Previous teaching within primary education	E
Experience of working alongside employer partners to achieve learning objectives	E
Experience working as SENDCO within a school.	D
Provide evidence of having previously spoken at an Advanced Threshold Level	E

Qualifications	Essential or Desirable
Honours Degree or equivalent in relevant subject	E
QTS Status	E
Willingness to participate in relevant CPD	E
NPQ SENCO	D

Knowledge/Skills	Essential or Desirable
Excellent literacy, numeracy and IT Skills	E
Ability to plan and deliver high-quality, engaging lessons that meet the needs of all pupils, including those with SEND and EAL	E
Secure knowledge of the National Curriculum for Primary Education and age-related expectations	E
Ability to analyse pupil progress data and use this to plan targeted interventions and support pupil progress	E
Strong classroom management skills and the ability to create a positive, inclusive and purposeful learning environment	E
Knowledge of effective behaviour management strategies consistent with whole-school policy	E
An understanding of the needs of a multicultural society	E
Ability to adapt teaching strategies to support pupils with additional educational needs, disabilities or barriers to learning	E
Understanding of safeguarding responsibilities, child protection procedures and the role of the teacher in promoting pupil welfare	E
Ability to work collaboratively with colleagues, support staff and external professionals to support pupil development	E
Ability to communicate effectively with parents and carers regarding pupil progress and wellbeing	E

Strong organisational and time management skills, including the ability to prioritise workload and meet deadlines	E
Ability to contribute positively to the Catholic ethos and values of the school	E

## ADDITIONAL INFORMATION

- The post is subject to an Enhanced Disclosure and Barring Service (DBS) check, as well as full compliance with the Trust’s safeguarding policies.
- The postholder must have the legal right to work in the UK.
- The Trust is committed to equality, diversity and inclusion and follows robust safer recruitment practices in line with statutory guidance.

## OFFICE USE ONLY:

<b>COMPILED BY:</b>	Lizzy Pank – HR Officer
<b>DATE OF ISSUE:</b>	22/01/2026