

St Joseph's Catholic Primary School



Job Description Class Teacher

Mission Statement

'Go ye therefore and teach all Nations' Matt 28:29

Our school exists to enable children and adults to grow towards Christian maturity based on the life and teachings of Jesus as revealed in the Gospels and in the Traditions and Doctrines of the Roman Catholic Church. Most children are in the school because they are baptised Roman Catholic and their parents have chosen to send them here, whether or not parents are practising Catholics.

The following information is provided to assist you to understand and appreciate the work content of your post and the role you are to play in school.

Main purpose of the job:

- To support the Catholic ethos of the school
- To plan, teach and assess lessons
- Have a firm understanding of the whole primary curriculum, along with being adaptable and have the ability to work with all year groups in KS2
- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current

School Teachers Pay and Conditions Document. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of English including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment

- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Complete end of year reports or parents' evening notes for class teachers, reporting progress and attitudes of the children for the lessons that are covered
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal policy
- Support the implementation of all school policies

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils, e.g. using the school's behavior reward system and policy
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils

- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification.
CLASS TEACHER, ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, BINGLEY
SUMMARY OF JOB – teacher
(Please refer to job description)

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Catholicity	A. Commitment to Catholic Education	A. Practicing Catholic B. Involved in local Parish	Application Interview References
Circumstances - Personal	A. Legally entitled to work In the UK. (Asylum and immigration Act 1996) B. Able to keep to the working hours of the post and not require time off during term time (save for illness or emergency)		Application Interview References
Attainments	A. Qualified teacher status recognised by DFES B. Participation in a range of recent in-service courses	A. Catholic Certificate in Religious Studies	Application
Experience	A. Teaching experience across the relevant age range. B. Evidence of successful teaching and good classroom management.	A. Teaching in a Catholic Primary School.	Application Interview References
Professional Knowledge and Understanding	A. Experience of assessment, differentiation, and planning. B. Good understanding of ICT use to support the curriculum. C. Understand and have a sound knowledge of the New National Curriculum D. Knowledge of effective strategies to include, and meet the needs of all pupils, including vulnerable groups	A. Ability to lead a curricular area.	Application Interview References
Professional skills and abilities	A. Ability to work collaboratively in a team. B. Be able to meet the teacher standards (Sept 2012) and maintain them C. Sensitive to the needs of colleagues and pupils. D. Enthusiasm E. Flexibility. Ability to teach across KS2. F. Committed to the care and protection of all children	A. Able to offer an area of specialism, e.g. art, drama, PE	Application Interview References
Training	A. Commitment to in-service courses and meetings B. Commitment to child protection training C. Willing to undertake training for personal and professional development	A. Evidence of further study. B. Literacy training. C. Numeracy training. D. Evidence of recent CP training	Application Interview References
Practical and Intellectual skills	A. Able to communicate ideas effectively. B. Able to organise an effective learning environment. C. Good interpersonal skills. D. Able to develop identified areas of learning	A. Ability to analyse pupil attainment. B. Ability to monitor, review and evaluate a curricular area.	Application Interview References