



## **MAINSCALE TEACHER - JOB DESCRIPTION**

**JOB TITLE:** Teacher  
**REPORTING TO:** Head of School

The appointment is subject to the current conditions of employment for teachers contained in the School Teacher's Pay and Conditions Document, the 1998 School Standards and Framework Act, the Teachers' Standards (May 2012) and other current legislation.

The job description may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually.

### **Entitlement**

The Head of School and governing body are fully committed to ensuring the professional effectiveness of the teacher in this role through:

- the provision of planning, preparation and assessment time
- support for the provision of professional development opportunities

### **RESPONSIBILITY FOR THE CATHOLIC PURPOSE AND IDENTITY OF THE SCHOOL**

It is the Class Teacher's first responsibility to sustain the Catholic identity of the School and safeguard the teaching of the Church. He or she should assist the Head of school in ensuring that this Catholic identity is reflected in every aspect of the life of the School. In particular, it must be seen in the curriculum, the day to day organization, staff development, staff and children relationships and the partnership between school, home, parish, local community, The Board of Directors, the Diocese and other agencies.

### **Areas of Responsibility and Key Tasks Professional Values and Practise**

- To establish excellent relationships with children, staff, parents, governors and other stakeholders in keeping with the Catholic ethos of the school and the Staff Code Of Conduct. To be familiar with the school's policies and practises, contribute towards their formulation as a member of a team and ensure that they are consistently reflected in your practise within your classroom and **around the school**, to the standards agreed
- To be familiar with, and always act within, the statutory frameworks which set out your professional duties and responsibilities
- To contribute positively and effectively as a team member in a variety of settings in keeping with the Catholic ethos of the school and the Staff Code Of Conduct

- To be familiar with the School Improvement Plan and Self Evaluation Form and contribute towards their formulation, monitoring and evaluation as a member of a team
- To work with teaching assistants effectively and deploy them in accordance with whole school policy
- To be prepared to take on additional areas of responsibility outside the classroom to support your professional development and to ensure fair distribution of these responsibilities among staff
- To maintain high standards of attendance and punctuality
- To share in the corporate responsibility for all aspects of school life
- To uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- To make a positive contribution to the wider life and ethos of the school

### **Teaching and Learning**

- **To set high expectations which inspire, motivate and challenge children, including:**
  - establishing a safe and stimulating environment for pupils, rooted in mutual respect
  - setting goals that stretch and challenge children of all backgrounds, abilities and dispositions
  - demonstrating consistently the positive attitudes, values and behaviour which are expected of children
- **To promote good progress and outcomes by children, including:**
  - being accountable for children's attainment, progress and outcomes
  - being aware of children's capabilities and their prior knowledge, and plan teaching to build on these
  - guiding children to reflect on the progress they have made and their emerging needs
  - demonstrating knowledge and understanding of how children learn and how this impacts on teaching
  - encouraging children to take a responsible and conscientious attitude to their own work and study
  - securing a standard of behaviour that enables children to learn, and act to pre-empt and deal with inappropriate behaviour both in your classroom and around the school in the context of the behaviour policy of the school

- maintaining a tidy, organized, attractive and stimulating classroom learning environment in keeping with whole school policy
- contributing towards the above in a whole school setting
- **To demonstrate good subject knowledge and curriculum knowledge, including:**
  - having a secure knowledge of the National Curriculum subjects, foster and maintain children's interest in the subjects, and address misunderstandings
  - demonstrating a critical understanding of developments in the curriculum areas, and promoting the value of scholarship
  - demonstrating an understanding of – and taking responsibility for – promoting high standards of literacy, articulacy and the correct use of standard English
  - demonstrating a clear understanding of systematic synthetic phonics
- **To plan and teach well structured lessons, including:**
  - producing high quality planning documentation in keeping with school policy in order to meet the needs of all groups of learner's including SEN/EAL/More Able and ensure their progress in every lesson
  - imparting knowledge and develop understanding through effective use of lesson time
  - promoting a love of learning and children's intellectual curiosity
  - setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired
  - reflecting systematically on the effectiveness of lessons and approaches to teaching
  - contributing to the design and provision of an engaging curriculum
  - implementing the Religious Education Curriculum according to whole school policy
  - ensuring that ICT is integrated into the majority of lessons to support children's learning
- **To adapt teaching to respond to the strengths and needs of all children, including:**
  - knowing when and how to differentiate appropriately, using approaches which enable children to be taught effectively
  - having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these
  - demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development
  - having a clear understanding of the needs of all children, including those with special educational needs; those of high ability those with English as an additional language; those with disabilities; and to be able to use and evaluate distinctive teaching approaches to engage and support them
  - contributing to the preparation, implementation, monitoring and review of Individual Education Plans

- **To make accurate and productive use of assessment, including:**
  - Knowing and understanding how to assess the relevant curriculum areas, including statutory assessment requirements
  - making use of formative and summative assessment to secure children's progress
  - using relevant data to monitor progress, set targets, and plan subsequent lessons
  - giving children regular feedback, both orally and through accurate marking, in accordance with whole school policy; encouraging children to respond to the feedback
  - assessing children's progress in keeping with school policy and using this to inform planning and to set targets for improvement
  - liaising effectively with parents or carers on pupil's progress and achievements according to whole school policy
- **To manage behaviour effectively to ensure a good and safe learning environment, including:**
  - having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - having high expectations of behaviour, and establish a framework for discipline with a range of strategies
  - managing classes effectively, using approaches which are appropriate to children's needs in order to involve and motivate them
  - maintaining good relationships with children, exercising appropriate authority, and acting decisively when necessary

### **Knowledge and Understanding**

- To identify areas in which you need to improve your professional knowledge, understanding and practise in order to teach more effectively
- With support to take steps to address these needs.

See Appendix 1 for Person Specification  
September 2020



## Person Specification: Main Scale Class Teacher

	Essential	Desirable
<b>Catholic Ethos</b>	Committed to developing the Catholic ethos of the school and understands the nature and purpose of Catholic education.	Experience of teaching in a Catholic School
<b>Qualifications</b>	Qualified Teacher status	Evidence of continuous INSET and commitment to further professional development
<b>Experience</b>	The Class Teacher should have experience of teaching at any Key Stage	In addition, the Class Teacher might have experience of: teaching across the whole Primary age range; working in partnership with parents; leading a curriculum area.

<p><b>Knowledge and understanding</b></p>	<p>The Class Teacher should have knowledge and understanding of: the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); statutory National Curriculum requirements at the appropriate key stage;</p>	<p>In addition, the Class Teacher might also have knowledge and understanding of: the preparation and administration of statutory National Curriculum tests; the links between schools, especially partner schools.</p>
<p><b>Knowledge and understanding (cont.)</b></p>	<p>the monitoring, assessment, recording and reporting of pupils' progress; the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection; the positive links necessary within school and with all its stakeholders; effective teaching and learning styles.</p>	

<p><b>Skills</b></p>	<p>The Class Teacher will be able to:          promote the school's aims positively, and use effective strategies to monitor motivation and morale;          develop good personal relationships within a team;          establish and develop close relationships with parents, parish partners and the community;          communicate effectively (both orally and in writing) to a variety of audiences;          create a happy, challenging and effective learning environment;          plan and manage their own time, as well as that of others.</p>	<p>In addition, the Class Teacher might also be able to:          develop strategies for creating community links.</p>
<p><b>Personal characteristics</b></p>	<p>Approachable Committed          Enthusiastic          Able to motivate self and others          Calm under pressure          Well-organised          Good sense of humour</p>	