

THE FEDERATION OF ST MARY'S CATHOLIC SCHOOLS

Main Scale Class Teacher Job Description

Overall Role and Remit

- To maximise the achievement of all children in your charge
- To be responsible for these children's safety and welfare
- To plan and organise effective teaching and learning in class using the systems in place in school

Responsible to:

Head of School and Executive Headteacher

PREAMBLE

The education and welfare of a designated class of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the requirements of the School's Mission Statement, the National Curriculum, School's aims and any policy of the Governing Body.

To meet the teachers' standards: to make the education of pupils your first concern, and be accountable for achieving the highest possible standards in work and conduct. To act with honesty and integrity; have strong subject knowledge, keep knowledge and skills as a teacher up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils;

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all pupils

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge, to guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject (s) and curriculum areas, foster and maintain pupils interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy through written work, articulacy and the correct use of standard English in addition to the development of mathematical and core subject skills through all subjects and activities

4. Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback
- Make use of formative and summative assessment to secure pupils' progress

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have 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
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards and manage classes fairly and effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary
- Follow the Federation Behaviour Policy

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupil's achievements and well being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

1. To demonstrate consistently high standards of personal and professional conduct;
2. To uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
3. To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality;
4. To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additional Duties

Any other duty deemed reasonable as directed by the Executive Headteacher.

Review of Performance

Performance management reviews will focus on the post holders' responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Code of Conduct

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the St Helens Council Code of Conduct for Employees in Schools.

Generic Responsibilities of all Staff

- a. To work consistently to uphold the school's Mission Statement.
- b. To follow all school policies.
- c. To work in a co-operative and polite manner with all stakeholders.
- d. To work with students in a courteous, positive, caring and responsive manner at all times.
- e. To follow the Child Protection procedures, to ensure that children's safety and well-being is never compromised.
- f. To be polite, co-operative and positive when communicating to other staff
- g. To take an active and positive role in the school's commitment to the development of staff and their annual review procedures.
- h. To work with visitors to the school in such a way that it enhances the reputation of the school
- i. To seek to improve the quality of the school's service.
- j. To present oneself in a professional way that is consistent with the values and expectations of the school.
- k. To attend staff meetings and phase meetings.

This job description may be amended at any time after discussion, but will be reviewed annually.