

# Job Description

<b>Job Title:</b>	Classroom Teacher
<b>Salary:</b>	MPR/UPR
<b>Accountable to:</b>	Headteacher
<b>Accountable for:</b>	Classroom
<b>Liaising with:</b>	Head/Deputies, teaching/support staff/LEA representatives external agencies and parents.

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## GENERAL RESPONSIBILITIES AND KEY TASKS AS SHOWN BELOW:

### MAIN (CORE) DUTIES

<b>Set high expectations which inspire, motivate and challenge staff and pupils</b>	<ul style="list-style-type: none"><li>• Possess the ability to lead, motivate and inspire confidence</li><li>• be able successfully to implement strategies for raising achievement and ensuring effective teaching and learning</li><li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li><li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li><li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li></ul>
<b>Promote good progress and outcomes by pupils</b>	<ul style="list-style-type: none"><li>• Be accountable for pupils' attainment, progress and outcomes</li><li>• Plan teaching to build on pupils capabilities and their prior knowledge</li><li>• Guide pupils to reflect on the progress they have made and their emerging needs</li><li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li><li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li></ul>
<b>Demonstrate good subject knowledge</b>	<ul style="list-style-type: none"><li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils interest and address misunderstandings</li><li>• Demonstrate a critical understanding of developments in all subjects and curriculum areas and promote the value of scholarship</li><li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li><li>• If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li><li>• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li></ul>
<b>Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"><li>• Impart knowledge and develop understanding through effective use of lesson time</li><li>• Promote a love of learning and children's intellectual curiosity</li><li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li><li>• Reflect systematically on the effectiveness of lessons and approaches to teaching</li><li>• Contribute to the design and provision of an engaging curriculum within the relevant subject areas</li></ul>

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<b>Adapt Teaching to respond to the strengths of all pupils</b>	<ul style="list-style-type: none"><li>• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li><li>• Have a secure understanding of how a range of factors can inhibit pupils ability to learn and how best to overcome these</li><li>• 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</li><li>• 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</li></ul>
<b>Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"><li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li><li>• Make use of formative and summative assessment to secure pupils progress</li><li>• Use relevant data to monitor progress, set targets and plan subsequent lessons</li><li>• Give pupils regular feedback both orally and through accurate marking, and encourage pupils to respond to the feedback</li></ul>
<b>Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"><li>• 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</li><li>• Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li><li>• Manage classes effectively using approaches which are appropriate to pupils needs in order to involve and motivate them</li><li>• Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary</li></ul>
<b>Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"><li>• Make a positive contribution to the wider life and ethos of the school</li><li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li><li>• Deploy support staff effectively</li><li>• Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues</li><li>• Communicate effectively with parents with regards to pupils achievements and well-being</li></ul>

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## Personal and professional conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside the school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers professional position
- Having regard for the need to safeguard pupils well being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining the fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

# Person Specification

	ESSENTIAL	DESIRABLE	EVIDENCE
<b>Educational Principles</b>	<ul style="list-style-type: none"> <li>• Commitment to raising standards of attainment</li> <li>• Commitment to recognising, setting and achieving high standards</li> <li>• Commitment to the distinctive ethos of a Catholic School</li> <li>• Up to date knowledge of current trends in education</li> </ul>		Application and Interview
<b>Qualifications and General Experience</b>	<ul style="list-style-type: none"> <li>• Qualified to Degree level</li> <li>• Qualified Teacher Status</li> <li>• Experience of teaching in primary education</li> <li>• Evidence of CPD and/or school practice</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in KS 1 &amp; 2</li> </ul>	Application
<b>Professional Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the theory and practice of National Curriculum</li> <li>• Understanding of the requirements of pupils with SEN and EAL</li> <li>• High expectations of pupils achievement and behaviour</li> <li>• Evidence of involvement in curriculum development</li> <li>• Evidence of experience of subject leadership</li> <li>• Secure understanding of safeguarding principles and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Specific subject skills and knowledge in computing/RE/ history/geography</li> <li>• Experience of teaching the Come and See curriculum.</li> </ul>	Application and Interview both
<b>Professional Skills/ Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Develop others through sharing of best practice</li> <li>• Commitment to being an excellent team player</li> <li>• Excellent relationships with children, parents, staff and governors</li> <li>• Communicate effectively both orally and in writing to a variety of audiences</li> <li>• Excellent behaviour management skills</li> <li>• Create a happy, challenging and effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to support the schools extended extra-curricular provision</li> <li>• Flexibility to teach across KS 1 &amp; 2</li> </ul>	Application and Interview
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Flexible</li> <li>• Resourceful</li> <li>• Effective Team Member</li> <li>• Ability to maintain confidentiality</li> </ul>		Application and Interview