**Job Description for UPS1-3**

**St. Joseph’s Catholic Primary School**

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**Pay Range –UPS1**

**Responsible to: C. McHale**

**The following are the criteria you need to demonstrate in order to fulfil the role of a UPS1 member of staff. This is in addition to the job description for MPS.**

Mission Statement

St. Joseph’s: following in the footsteps of Jesus,

having fun learning, achieving & loving together.

The strategic direction and development of the school stems from the educational mission of the Church which is reflected in the school’s Ethos Statement, Mission Statement and School Development/ Improvement Plan.

**Main Tasks / Actions**

To work with the Headteacher and senior staff:

* To ensure the Catholic vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* To work within the school and parish community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
* To demonstrate the vision and values in everyday work and practice.
* To motivate and work with others to create a shared culture and positive climate that reflects the mission of the Church in education.
* To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.
* To ensure that strategic planning takes account of the diversity, values and experiences of the school and the community at large and the mission of the Church in education.

**Professional Attributes**

* Teaching and Learning experiences are always **good** (and often outstanding) and delivered consistently well across the curriculum.
* Keeps abreast of the rate of change: being aware of the changing face of education especially by being conversant with new legislation and changed practice.
* Practice is always **good** (and sometimes better) with Teaching and Learning being very well resourced and delivered with high levels of imagination.
* The teacher is a very good (and often better) role model and this is illustrated in multiple ways in the life and practice of the school.

**Professional Knowledge and Understanding**

* Keeps fully abreast of and acts on national initiatives ensuring that they impact directly and enhancespupils learning experiences in the setting.
* Displays an exceptional/inspirational level of enthusiasm and commitment that is rooted in excellent subject knowledge.
* Makes a telling contribution to the wider life of the school engaging with governors, stakeholders and relevant outside agencies (perhaps taking a lead role in a working party, formulating action or report on a SDP priority area).
* Makes excellent use of monitoring and evaluation processes to evaluate and review levels of pupil progress and boost their performance (can be demonstrated by effective interventions being planned and activated for vulnerable or disadvantaged learners). The impact of the intervention is measured by the progress made that is recorded in the Pupil Tracking System.
* There is clear evidence through Pupil Tracking that targets are achieved and often exceeded.
* Take a lead part in some CPD activities and a proactive part in all CPD sessions.
* Take part in and gain benefit from any appropriate training.
* Take a lead role in the planning and delivery of enrichment learning opportunities.
* Help other colleagues improve Teaching and Learning experiences of all learners by enhancing their grasp of Pupil Tracking and other progress measures. Paying particular attention to less experienced and less competent members of the school team and especially targeting the progress being made by disadvantaged those eligible for the Pupil premium learners in their care.

**Professional Skills**

* Has developed a highly effective Teaching and Learning environment and culture.
* Models, uses and demonstrates appropriate behaviour management techniques that enable pupils to make good or better progress in a secure and safe setting.
* Guide and support other colleagues to help them track pupil progress accurately. Helping them to identify pupils in need of planned interventions to support them pastorally and/or academically.
* Display high levels of interpersonal skills that enable colleagues to recognise a highly regarded and trusted member of the School team.
* Models appropriate relationships with parents.
* Target setting is used exceptionally well; empowering pupils to make contributions to challenging targets this is measured by very good use of Formative and Summative assessment.
* Methods for celebrating pupil’s success are shared with colleagues and maximum use of this process is made to boost levels of pupil motivation.
* Provision for vulnerable groups of learners is highly effective and subject to close monitoring/review (paying particular attention to pupils with SEN and disadvantaged learners-those eligible for the Pupil Premium).
* There is clear evidence that the more able pupils consistently make good (and often better) progress through high expectations and appropriate challenges.
* Any pupil disengagement is instantly identified and interventions activated to ensure positive interaction and high levels of motivation prevail.
* Learning experiences for pupils are significantly enhanced by the contributions made by other professionals following high levels of professional dialogue.

**Wider Professional Effectiveness**

* Makes excellent use of shared CPD opportunities to improve teaching and learning experiences for pupils.
* Has a secure ability to work effectively with colleagues to track pupils’ progress, to identifyneeds of individuals or groups of learners and provide relevant interventions for their needs.
* Has a good grasp and understanding of progress data (AHR) entering into professional dialogue with senior colleagues and is beginning to display the ability to be analytical.
* Makes excellent use of interpersonal skills and established lesson observation techniques to support others. Has an excellent subject knowledge base that colleagues respect and trust.
* Raise the level of colleagues’ performance by engaging them in high level professional dialogue that is rooted in firmly established and high-level interpersonal skills.
* Make use of and share new skills with others.
* Makes full use of opportunities made available through performance management. Looking beyond the completion of performance management targets to the next level.
* Makes a telling contribution to wider school activities that can boost provision and improve the range of activities offered to pupils.
* Demonstrates an extremely positive attitude to school life that enables the individual to be an inspirational role model for pupils and colleagues.

**Signed …………………………………… Headteacher…………………………………………**

Date: Date:

**Job Description for UPS2 Staff – St Joseph’s Catholic Primary School**

**Pay Range –UPS2**

**Responsbile to: C. McHale**

*The following are the criteria you need to demonstrate in order to fulfil the role of a UPS2 member of staff.*

The strategic direction and development of the school stems from the educational mission of the Church which is reflected in the school’s Ethos Statement, Mission Statement and School Development / Improvement Plan.

**Main Tasks / Actions**

To work with the Headteacher and senior staff:

* To ensure the Catholic vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* To work within the school and parish communityto translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
* To demonstrate the vision and values in everyday work and practice.
* To motivate and work with others to create a shared culture and positive climate that reflects the mission of the Church in education.
* To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.
* To ensure that strategic planning takes account of the diversity, values and experiences of the school and the community at large and the mission of the Church in education.

**UPS2 Professional Attributes**

**(In addition to the Descriptors for UPS1).**

* Sources appropriate opportunities to provide the highest quality of teaching and learning across the school.
* Practice will see teaching and learning to be good with some being outstanding.
* Engage in a wide range of school initiatives displaying extremely high levels of enthusiasm and commitment.
* Being readily available to other colleagues to mentor, support and coach them in their professional development. Be an example of outstanding professional practice.
* Pay close attention and act on national initiatives. Skilfully apply these to the school setting to help ensure that school provision is nearly always good and often outstanding.

**UPS2 Professional knowledge and understanding**

**(In addition to the Descriptors for UPS1).**

**Plus:**

* Acts proactively upon changes and developments in the school setting. Manages the process very well, embraces change and seeks out activities that will develop Teaching and Learning. There is often a significant impact on raising standards in a particular area.
* Pro-actively keep up to date with key publications and initiatives as appropriate.
* Play a significant role in supporting the SLTto delivery key CPD opportunities.
* Use monitoring and evaluation efficiently to consider, review and plan with colleagues for future developments throughout school.
* Practice will see teaching and learning to be good with some being outstanding.
* Welcomes all opportunities to be involved in the wider life of the school community with regular interaction with the governors, colleagues in other settings and outside agencies.
* Is fully aware of and effectively uses all Pupil Tracking and Pupil Progress measures linked to your own areas of responsibility.
* Works with senior colleagues to identify, analyse and act on trends emerging in the latest AHR
* Make a valuable and significant contribution to behaviour management strategies to support individual and groups of pupils.
* Make a positive contribution to activities that enhance school provision.
* Fully aware of the school's responsibility to close the gap in attainment and progress for all children including specific groups including vulnerable pupils and those eligible for the Pupil Premium. Proactivelydevise strategies that will impact on this work.

**UPS2 Professional Skills**

**(In addition to the Descriptors for UPS1).**

**Also:**

* Provides a rich and exciting teaching and learning environment.
* Uses and models extremely effective, appropriate and secure behaviour management strategies.
* Trains others by mentoring and coaching throughout the school setting.
* Has highly effective interpersonal skills that allow colleagues to be valued. Significantly high levels of co-operation to ensure that the learning opportunitiesfor pupils are maximised to the full.

**UPS2 Wider professional effectiveness P9, P10(Are absorbed in the Descriptors for UPS1).**

**Signed …………………………………… Headteacher…………………………………………**

Date: Date:

**Job Description for UPS3 Staff – (Taken from a pack bought from MK)**

**St. Joseph’s Catholic Primary School**

**Pay Range –UPS3**

**Responsbile to: C. McHale**

**The following are the criteria you need to demonstrate in order to fulfil the role of a UPS3 member of staff.**

The strategic direction and development of the school stems from the educational mission of the Church which is reflected in the school’s Ethos Statement, Mission Statement and School Development / Improvement Plan.

**Main Tasks / Actions**

To work with the Headteacher and senior staff:

* To ensure the Catholic vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* To work within the school and parish communityto translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
* To demonstrate the vision and values in everyday work and practice.
* To motivate and work with others to create a shared culture and positive climate that reflects the mission of the Church in education.
* To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.
* To ensure that strategic planning takes account of the diversity, values and experiences of the school and the community at large and the mission of the Church in education.

**UPS3 Professional Attributes**

* Has sought out a substantial number of opportunities to provide the highest quality of Teaching and Learning, demonstrating a very good ability to lead with enthusiasm and commitment.
* Teaching and learning is mostly outstanding.
* Take a key role in wider school development activities. Engages in developmental sessions across the school.
* Signposts staff to external CPD activities.
* Be an inspirational role model for pupils, staff and parents.
* Pay close attention to the progress of NQTs and newly appointed members of the school team and respond to the needs as appropriate.
* Model extremely good guidance in a particular area of expertise to ensure that development (in that SDP area) can be cited as an example of outstanding practice
* Pays very close attention to national developments and initiatives. Adheres to the implication of any changes within the appropriate time scales. Assist SLT colleagues to plan for the impending changes.

**UPS3 Professional Knowledge and Understanding (Absorbs UPS1 and UPS2).**

**PLUS**

* Uses Monitoring and Evaluation effectively to a high standard.
* Is recognisedby colleagues as a lead professional.
* Demonstrates expertise and engages in high quality CPD delivery.
* Often inspirational - helping colleagues to respond to high rates of change (required by national initiatives) in an extremely positive fashion.
* Demonstrates a passion for ideas and knowledge from CPD opportunities to enthuse other colleagues and enrich the Teaching and Learning experiences for pupils.
* Leads staff training sessions supporting colleagues to improve skills and boost their knowledge and understanding.
* Is extremely effective when working and supporting with NQTs and recently appointed staff to the school.
* Can interpret school data well (including Tracking/RAISE online)and is able to be analytical and understands how to identify emerging trends.
* Has taken a lead role in significant whole school based initiatives that have positively impacted on provision increasing levels of performance measured by pupil achievement/progress.
* Has made a telling contribution to developing whole school behaviour strategies and supports colleagues and groups of pupils.
* Able to play close attention to ensure that progress is been made by all children including those vulnerable groups.

**UPS3Professional Skills P7, P8 (Are absorbed inUPS1 and UPS2).**

**UPS3Wider professional effectiveness P9,P10 (Are absorbed in UPS1 and UPS2)**

**Signed …………………………………… Headteacher…………………………………………**

Date: Date: