



Class Teacher Job Description

To carry out the duties of a teacher specified under Teachers' Standards in the School Teachers' Pay and Conditions Document

Terms of Appointment

This appointment is under the terms of the Catholic Education Service contract signed with the governors as employers. The appointment is subject to the current conditions of employment of teachers contained in the School Teachers Pay and Conditions Document, the Education Reform Act 1988, other current educational and employment legislation and the school's articles of Government. In carrying out their duties, the teacher shall consult where appropriate with the Multi-Academy Trust, Local Governing Board, Diocese, staff of the school, parents of its pupils and the parish served.

The teacher should endeavour to maintain and develop the Roman Catholic character of the school in accordance with the directions given by the governors and subject there to the direction of the Headteacher.

General Duties

Ensure the education and welfare of classes and achievement groups of children in accordance with the requirements of *Condition of Employment of School Teachers* and *Teachers' Standards*. Have due regard for the requirements of the National Curriculum, the school's vision, values, curriculum and schemes of work, and any policies of the governing body. Share the corporate responsibility for the security and discipline of all children and have regard to safeguarding and child protection matters and take prompt action to address any concerns, reporting to and involving the Designated Safeguarding Leader.

Professional Duties

Teaching:

In each case having regard to the Teachers' Standards and the curriculum for the school:

- Planning and preparing lessons;
- Teaching pupils according to their educational needs, including the planning, setting and marking of work, in accordance with policies for Teaching and Learning and Marking and Feedback;
- Demonstrate good subject and curriculum knowledge;
- Assessing and recording the development, progress and attainment of pupils;
- Adapting lesson plans in the light of these assessments in accordance with Assessment for Learning principles and the school's assessment policies and procedures so that each pupil's educational needs are met.
- Take responsibility for the pastoral care of pupils in your class.
- To monitor the standards of behaviour and achievement within the class.
- To deploy support staff effectively to support teaching and learning.



Other activities:

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned;
- Providing guidance and advice to pupils on educational and social matters and making relevant records and reports, taking a pro-active approach to involving parents;
- Making records of and reports on the personal and social needs of pupils;
- Participating in year group team meetings;
- Undertaking training to meet any of the teaching or other requirements herein described.

Assessments and reports:

- To monitor the progress of all children in the class and ensure appropriate action is taken where issues are identified.
- Collect and interpret assessment data for the children in their class
- To set appropriate targets for all children based upon the data available
- Liaise with teaching assistants and outside agencies.
- Providing for subject leaders, SLT and governors, oral and written assessments relating to individual pupils or groups of pupils as often as may be necessary to monitor and enhance pupil progress;
- Undertaking regular assessment of pupils' work and ensuring that this information is entered into school tracking systems by agreed set dates and informs future lessons, having regard to the needs of each pupil and in accordance with the school's policies and practices;
- Preparing for and attending termly Pupil Progress Meetings;
- Preparing for formal meetings with parents and providing termly updates of progress and achievement across the curriculum.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- To ensure the daily practice of the Catholic Faith by each child by the provision of appropriate learning situations and personal example.
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Participate in Continuing Professional Development,
- Attend team and staff meetings.
- Communicate and consult with parents,
- Communicate and consult with outside agencies and linked High Schools,
- Having high expectations of all pupils and ensuring that, as far as possible, their achievements reflect this
- To actively promote an interest in and enjoyment of an agreed curriculum area by;
 - a) Attending appropriate INSET meetings and keeping colleagues informed of current trends through report back sessions and leading INSET
 - b) Providing guidance and support for colleagues
 - c) Ensuring that there is continuity and progression in that named area.
 - d) Maintaining and developing available resources in that area
- Carry out any reasonable request of the Headteacher

Other duties and responsibilities



- Make a positive contribution to the wider life and ethos of the school
- Complete other roles and activities as directed by the Headteacher

Appraisal:

- Participating in the school's agreed system of performance management.
- Your line manager will be the year leader or a member of the Senior Leadership Team, or in the case of year leaders or SLT, the Headteacher.

Discipline, health and safeguarding:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety, including having regard to the Teachers' Standards and the school's Behaviour Policy and Health & Safety Policy.

Staff meetings/INSET training:

- Participating in meetings at the school which relate to any matter referred to in this document, the curriculum or the administration or organisation of the school.

Administration:

- Participating in administrative and organisational tasks related to such duties as are described above and the Teachers' Standards.
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

This job description is integral to the annual review of performance. It will only be amended following discussion. This job description will be reviewed annually.



PERSON SPECIFICATION

Source Key: A = Application, I = Interview, T = Task, CC = Certificate Checking,

R = References

Note: Candidates failing to meet any of the essential criteria will be automatically excluded.

1	Qualifications and Training	Essential / Desirable	Demonstrated in
1.1	Qualified teacher status	E	A/CC
1.2	Has completed the Catholic Certificate of Religious Studies	D	A/CC
2	Experience		
2.1	Evidence of successful and sustained teaching experience within Key Stage 1 and/or 2 in at least one school	E	A/I
2.2	Experience of subject leadership	D	A
2.3	Experience of implementing positive behaviour management in a primary school	E	A
2.4	Experience of assessing core and foundation subjects in Key Stage 1 and/or 2.	E	A
3	Knowledge, skills and abilities		
3.1	High expectations of all pupils	E	A/I
3.2	Evidence of a high standard of classroom practice	E	A/I
3.3	A thorough knowledge of the current curriculum practice in Key Stage 1 and/or 2	E	A/I/R
3.4	A commitment to inclusive education	E	A/I
3.5	The ability to have effective interpersonal and communication skills with colleagues, pupils and parents	E	A/I/T/R
3.6	Evidence of a high level of personal motivation and enthusiasm	E	A/I/R
3.7	Experience of successfully supporting pupils with special educational needs	E	A/I
3.8	Knowledge of recent assessment techniques and statutory testing arrangements	E	A/I/T
3.9	A commitment to providing a broad & balanced, creative curriculum through innovative approaches to teaching and learning	E	A/I
3.10	The ability to work with other staff, including support staff, when planning and delivering the curriculum	E	A/I



3.11	The ability to provide a happy, stimulating learning environment	E	A/I/R
3.12	A positive attitude to personal and professional development	E	A/I/R
3.13	The ability to work with parents, carers and other members of the school community	E	A/I/R
3.14	A willingness to participate in extra-curricular activities	E	A/I
3.15	Able to use own initiative and meet deadlines	E	A/I
3.16	An understanding of the importance of learning through collaboration which will enhance all learning styles	E	A/I/T
3.17	Ability to maximise the use of new technologies	E	A/T
3.18	An understanding of the importance of developing independent learners	E	A/I
3.19	Evidence of planning lessons that maximise progress for all learners	E	I/T/R
3.20	Model effectively during the teaching phase of a lesson	E	I
4	Professional and Personal Qualities		
4.1	Practising Catholic	D	A/R
4.2	Have a clear understanding of the Catholic faith and be willing to lead and take part in Christian worship within the school context	E	A/I/R
4.3	A commitment to working as part of a collaborative team	E	I/T/R
4.4	An enthusiast with energy, sensitivity, flexibility and a positive outlook	E	I/T/R
4.5	The capacity to inspire and motivate others, leading by example	E	A/I
4.6	Committed to the provision of a differentiated curriculum, which meets the needs of all children and promotes their individual development	E	A/I
4.7	Experience of implementing positive behaviour management	E	A/I/T/R
4.8	Flexible in approach and willing to learn and develop new skills	E	I/R
4.9	Demonstrates a high level of English grammar (spoken and written)	E	A/I/T
4.10	Smart, professional appearance	E	I



Person Specification

Key Stage 1 Class teacher required from 1st January 2023

Source Key: A = Application, I = Interview, T = Task, CC = Certificate Checking,

R = References

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1	Qualifications and Training	Essential / Desirable	Demonstrated in
1.1	Qualified teacher status	E	A/CC/R
1.2	Has completed the Catholic Certificate of Religious Studies	D	A/CC/R
2	Experience		
2.1	Evidence of successful teaching experience in at least one school	E	A/R
3	Knowledge, skills and abilities		
3.1	High expectations of all pupils	E	A/I/T/R
3.2	Evidence of a high standard of classroom practice	E	A/I/T/R
3.3	A thorough knowledge of the current curriculum practice	E	A/I/R
3.4	A commitment to inclusive education	E	A/I
3.5	The ability to have effective interpersonal and communication skills with colleagues, pupils and parents	E	A/I/T/R
3.6	Evidence of a high level of personal motivation and enthusiasm	E	A/I/R
3.7	Knowledge of recent assessment techniques and statutory testing arrangements	E	A/I/T
3.8	A commitment to providing a broad & balanced curriculum through innovative approaches to teaching & learning	E	A/I/R
3.9	The ability to provide a happy, stimulating learning environment	E	A/I/R
3.10	A positive attitude to personal and professional development	E	A/I/R



3.11	The ability to work with other staff, including support staff, when planning and delivering the curriculum	E	A/I/T/R
3.12	The ability to work with parents, carers and other members of the school community	E	A/I/R
3.13	A willingness to participate in extra-curricular activities	E	A/I/R
3.14	Able to use own initiative and meet deadlines	E	A/I/R
3.15	An understanding of the importance of learning through collaboration which will enhance all learning styles	D	A/I/T
3.16	Ability to maximise the use of new technologies	E	A/T
3.17	An understanding of the importance of developing independent learners	E	A/T/R
3.18	Evidence of planning lessons that maximise progress for all learners	E	I/T/R
3.19	Model effectively during the teaching phase of a lesson	E	T
4	Professional and Personal Qualities		
4.1	Practising Catholic	D	A/R
4.2	Have a clear understanding of the Catholic faith and be willing to lead and take part in Christian worship within the school context	E	A/I/R
4.3	A commitment to working as part of a collaborative team	E	I/T/R
4.4	An enthusiast with energy, sensitivity, flexibility and a positive outlook	E	I/T/R
4.5	The capacity to inspire and motivate others, leading by example	E	I/R
4.6	Committed to implementing a curriculum, which meets the needs of all children and promotes their individual development through adaptive teaching strategies	E	A/I/T/R
4.7	Experience of implementing positive behaviour management	E	A/I/T/R
4.8	Flexible in approach and willing to learn and develop new skills	E	I/R
4.9	Experience of subject leadership	D	A/I/R
4.10	Smart, professional appearance	E	A/I/R
4.11	Demonstrates a high level of English grammar (spoken and written)	E	A/I