

St John Paul II MAC

Job Description

Teacher

1. Introduction

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Principal; and the Principal, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description.

2. JOB PURPOSE

To uphold and support the Catholic ethos and mission of the school. To assist the principal in the leadership and management of teaching and learning in the school, to achieve the outcomes required by Government regulations and the school development/improvement plan adopted by the governing body. The teacher will be required to complete tasks that all class teachers would reasonably be asked to do in The St John Paul II Multi Academy related to their named area of responsibility for the whole school.

3. PROFESSIONAL DUTIES

- 3.1 To undertake the duties and responsibilities of a classroom teacher as required by the principal referred to in the School Teachers' Pay and Conditions Document.
- 3.2 To report findings to the Principal/ Head of school or Vice-Principal/Deputy Head of school on tasks carried out as named area of responsibility coordinator.
- 3.3 To share good practice with colleagues that may support teaching practice of other staff in named area of responsibility coordination.

4. LINE MANAGEMENT - RESPONSIBILITY TO AND FOR

- 4.1 Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher (see appendix A) under the reasonable direction of the principal of the school, and to report for the purposes of day to day management to Vice Principal in his/her absence.
- 4.2 Responsible for directing staff or volunteers in your classroom on a day to day basis.

5. CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

6. SPECIAL CONDITIONS

- 6.1 A teacher on the upper pay scale shall meet the performance standards (Appendix A) in law at the time as specified in the School Teachers' Pay and Conditions Document.
- 6.2 The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.

7. REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Principal or the post holder but only after full consultation with the post holder.

8. GENERAL DUTIES

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation, specifically for the year 2019 - 2020.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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9. LEARNING ENVIRONMENT

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalize and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Cooperate with health and safety requirements.
- Report all defects on the maintenance forms and return them to the office.
- Complete the action risk assessments for all potentially hazardous on/off site activities.
- Inform employer of any "Near-Misses".
- Be familiar with the emergency action plans for fire, first aid and off site issues.
- Raise health and safety issues with pupils.

10. TEAM WORK AND COLLABORATION

- Promote the wider aspirations of the school and fully supports its' Catholic ethos.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfill.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

11. TASKS THAT ARE REASONABLE TO ASK ALL CLASS TEACHERS IN THE ST JOHN PAUL II MULTI ACADEMY

- To annually review in consultation with others the policy and procedures for named area of responsibility coordination in the school, including risk assessments.
- To annually audit strengths and weaknesses for named area of responsibility coordination to identify resources and training needs, alerting the HT to the outcomes.
- To arrange for the named area of responsibility coordination resources to be ordered and disseminated where needed.
- To attend for named area of responsibility coordination training to represent the school, giving feedback on good practice and recommendations where we need to change our strategies of practice.

Signature of Teacher _____

Signature of Principal _____

Date _____

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APPENDIX A

The Professional National Standards for Teachers

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 pupils.*

2 Promote good progress and outcomes by pupils

- *be accountable for pupils' attainment, progress and outcomes*
- *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these*
- *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, articulacy and the correct use of standard English, whatever the teacher's specialist subject*
- *if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics*
- *if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*

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*
- *make use of formative and summative assessment to secure pupils' progress*
- *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 the feedback.*

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

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- *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 consistently and fairly*
- *manage classes 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.*

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 pupils' achievements and well-being.*

Part two: Personal and professional conduct

- *A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.*
- *Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*
 - ◆ *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's 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 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.