St Ralph Sherwin
Catholic Multi Academy Trust

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Class Teacher (Primary)

JOB DESCRIPTION

Job Purpose

To carry out the professional duties of a teacher in accordance with the Teacher Standards, career stage expectations and in accordance with the school's policies under the direction of the head teacher/Head of School

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
    I. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
    II. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions

III. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;

- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning;
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Maths;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Additional Standards (for nursery and early years):

- take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for Literacy and Numeracy;
- encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively;
- use a variety of strategies which involve planned adult interventions, first-hand experience and play and talk as a vehicle for learning.

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Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records;
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through your presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective partnership in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for your own professional development and duties in relation to school policies and practices;
- to work to the remit and description of a Class Teacher in line with the nationally agreed and accredited Teacher Standards; and, to undergo appraisal against these standards and as in line with the Saint Ralph Sherwin Catholic Multi Academy Trust Teacher Appraisal Policy and Procedures;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time to be determined by the headteacher/head of school

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 senior leader to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the headteacher/head of school and member of staff.

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The St Ralph Sherwin Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust 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.

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PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified Teacher Status	Further continued CPD
EXPERIENCE	Proven ability as a good classroom teacher (as a member of staff) Working effectively within a team	Proven record of effective subject leadership Experience of leading a subject
PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS	What constitutes quality and high standards in learning and teaching Classroom teaching that challenges and inspires Ability to provide a stimulating environment for the pupils Inclusion and strategies for engaging learners What constitutes appropriate and successful relationships with children An understanding of safeguarding procedures in a primary school Achieving and sustaining high standards Effective organisational skills Ability to work well with parents and carers	Supporting and nurturing emotional literacy within the classroom How the learning environment supports high standards An understanding of the Talk for Writing approach to the teaching of English
SPECIFIC KNOWLEDGE, UNDERSTANDING AND SKILLS	Using a positive approach to promote learning excellent behaviour Confident and competent user of IT with the ability to use as a teaching tool	Knowledge of a range of teaching & learning styles
CURRICULUM	The National Curriculum and its assessment Knowledge of the wider curriculum	National checks and statutory tests Cross curricular learning and teaching

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PROFESSIONAL VALUES	High expectations of everyone Learning should be fun Commitment to practical learning Willingness to use variety of teaching strategies to engage all learners Commitment to the personal welfare and safeguarding of children	Support for an enriched curriculum through out of hours learning and educational visits
PERSONAL QUALITIES	Passionate about Learning and Teaching Displays warmth, care and sensitivity in dealing with children Open minded, self-evaluative and adaptable to changing circumstances and new ideas Able to enthuse and reflect upon experience Willingness to be involved in the wider life of school Willingness to support Catholic life in schools Ability to work flexibly Ability to prioritise Good interpersonal/communication skills A willingness to learn and the will to continue to strive for excellence Ability to be respectful and promote equality or opportunity and diversity	Demonstrate a commitment to environmentally-friendly and sustainable working practices Willingness to engage with the opportunities for learning presented by the school environment Insight into what is important in our school Brings personal interests and enthusiasms to the school community