



# **St Paul's Catholic Primary School**

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Principal: Mrs N Damms  
*'Alive in Jesus'*



## **Job Description: Class Teacher**

### **At St. Paul's School it is expected that:**

- the Teacher will promote the Catholic life of the school within lessons, collective worship and in all relationships in the school
- the Teacher will adhere to all Teacher Standards
- teaching is consistently good or better in all lessons
- the Teacher will promote the general progress and well-being of individual pupils and of any class or group of pupils assigned, and undertaking other activities for or relating to pupils.

### **Duties and responsibilities**

#### **Set high expectations which inspire, motivate and challenge pupils by:**

- establishing a safe and stimulating environment for pupils, rooted in mutual respect. Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- promoting good progress and outcomes by pupils
- being accountable for pupils' attainment, progress and outcomes of your class
- planning teaching to build on pupils' capabilities and prior knowledge
- guiding pupils to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching
- encouraging pupils to take a responsible and conscientious attitude to their own work and study
- teaching consistently good or better lessons

#### **Demonstrate good subject knowledge and curriculum knowledge by:**

- having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils interest in the subject, and address misunderstandings demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrating an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of the 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
- planning and teaching well structured lessons, imparting knowledge and develop understanding through effective use of lesson time

- promoting a love of learning and children's intellectual curiosity setting homework and plan other out - of – class activities to consolidate and extending the knowledge and understanding pupils have acquired
- reflecting systematically on the effectiveness of lessons and approaches to teaching contributing to the design and provision of an engaging curriculum within the relevant subject area (s)
- adapting teaching to respond to the strengths and needs of all pupils knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively having a secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these
- demonstrating 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
- having 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

#### **Making accurate and productive use of assessment by:**

- knowing and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- making use of formative and summative assessment to secure pupils progress
- using relevant data to monitor progress, set targets and plan subsequent lessons
- giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to feedback

#### **Managing behaviour effectively to ensure a good and safe learning environment by:**

- having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- having high expectations of behaviour, and establishing a framework for positive behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly
- managing classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them
- maintain good relationships with pupils
- taking all responsible steps to maintain positive behaviours among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere

#### **By making a positive contribution to the wider life and ethos of the school:**

- developing effective professional relationships with colleagues, knowing how to draw on advice and specialist support, deploying support staff effectively
- contributing to meetings – phase, staff or other meetings
- working collaboratively with colleagues, when required
- staff to support masses, sacramental preparation and school events outside school hours
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- communicating effectively with parents with regard to pupils achievements and well-being
- demonstrating consistently high standards of personal and professional conduct both inside and outside school hours

**Line Management:**

- responsible to the Phase Leader
- responsible for the supervision of teaching assistants and other persons providing support in the classroom

**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, also any local agreements, LA circulars and guidelines giving interpretation of teacher's conditions of service.

**Review and Amendment**

This job description is normally subject to annual review. It may be amended at the request of the headteacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.