

Together through Christ we grow and learn
ST. VINCENT'S CATHOLIC PRIMARY SCHOOL JOB DESCRIPTION 2026

JOB TITLE: CLASS TEACHER

RESPONSIBLE TO: Head Teacher

LIAISON WITH: All teaching, support staff, pupils and parents, external agencies

MAIN DUTIES AND RESPONSIBILITIES

Ethos

- Promote and support the Catholic ethos of the school by working to achieve the aims of the school, expressed in the School's Mission Statement.
- Attend all school assemblies.
- Lead daily prayer and weekly celebration of the word plus Key Stage (Ten Ten) assemblies on a rota basis.

Teaching

- Meet the framework of professional standards for teachers in England.
- Exemplify good teaching practice within the classroom.
- Create a stimulating classroom environment that is well organised and fosters independent learning.
- Plan and prepare lessons, following the Early Years Foundation Stage / National Curriculum for Literacy, Mathematics, Science and the foundation subjects and adhering to the school Subject Guidelines. The RECD will be followed for Religious Education.
- Plan lessons using the school's format and store on the network weekly.
- Use adaptive teaching strategies according to individual children's educational needs.
- Ensure pupils receive statutory education support as detailed in their EHCP.
- Draw up Individual Education Plans as required and ensure that these are shared with and signed by parents at least twice per year.
- Set and mark homework according to school policy.
- Supervise children at all times, following the guidelines specified in the Staff Handbook
- Maintain good order and discipline among children, consistently implementing the school's Behaviour Policy to ensure good behaviour.
- Adhere to the school's Health and Safety Policy and safeguard the health and safety of children, when they are on school premises and when they are engaged in authorised school activities elsewhere.

Assessment

- Assess, record and report on the development, progress and attainment of pupils including keeping the school Learning Journeys up to date and recording data on Insight.
- Foundation Stage teachers to record children progress daily on Tapestry and to ensure this is shared with parents.
- Mark children's work, ensuring marking is in line with the school's marking policy.
- Set focused targets for children who have made the less than expected progress over the previous year or whom are not on track for the current year.
- Year 6 teachers participate in arrangements for preparing pupils for SATs and administer SATs tests and teacher assessments. Results are recorded and reported.
- Year 4 teachers prepare children for and administer the Multiplication Tables check.
- Year 1 teachers prepare children for and administer the Phonics check.
- Ensure children's reading is assessed against the Little Wandle Scheme and PM Reviews every [half](#) term.
- Teachers in Foundation Stage complete the appropriate EYFS Assessment activities including Wellcomm, phonics and Reception Baseline Assessment.

Pastoral Care

- Develop the academic, social, moral, physical and spiritual well-being of each individual child.
- Promote the safety of pupils

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- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a safe learning environment
- Keep up to date with and adhere to the Safeguarding and Child Protection Policy and report any concerns to the Designated Child Protection Officer following correct procedures.
- Use CPOMS to record concerns about pupils, including behaviour incidents and to log meetings with parents.

Liaison with parents

- Lead parent meetings once a term to discuss children's progress and set targets.
- Provide parents with an annual report which presents children's progress and attainment in each core and foundation subject.
- Inform parents of class topics, trips and other important information.
- Keep the school website updated with a weekly news post and termly blogs/ home learning.
- Use Tapestry to communicate daily with parents of Nursery and Reception pupils, and to communicate about EHCP progress with parents of children with an EHCP.
- Communicate and consult with parents any concerns about their child as soon as possible (within first half term if child performing below expected and followed up with regular progress reports i.e. at least every term in addition to parents evening).

Liaison with others

- Direct Teaching Assistants and Learning Support Assistants, ensuring they support children appropriately and carry out the appropriate tasks of a clerical and administrative nature, which do not call for the exercise of a teacher's professional skills and judgement.
- Liaise with the school SENDCO to support the progress of SEN/ EAL/ G&T children.
- Communicate and cooperate with external agencies when necessary, participating in meetings arranged.
- Provide or contribute to oral and written assessments, reports and references relating to individual children.
- Mentor a new member of staff or students as and when required.

Appraisal

- Participate in annual performance management cycles for the appraisal of teacher performance.
- In the case of an ECT serving an induction period, to participate in arrangements for supervision and training following Induction Regulations.

Continuing Professional Development

- Keep up to date with educational practice, reviewing methods of teaching from time to time.
- Participate in further training and professional development, including undertaking training and professional development which aim to meet needs identified in appraisal performance management objectives.
- Attend allocated school INSET days.
- Complete the CPD Grid after attending any professional development opportunity.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

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- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Other Duties

- Register the attendance of children.
- Participate in weekly staff meetings and information meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Support the community spirit of the school by attending some fundraising activities by the St. Vincent's Parent's Association and by organising and contributing to extra-curricular activities.
- A teacher employed full time shall be available for work for 195 days in any school year, of which 190 days shall be days on which they be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by the head teacher and governors.
- A teacher shall be available to perform such duties at such times and places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.
- In addition to the above, a teacher shall work such reasonable additional hours as may be needed to enable them to discharge effectively their professional duties, the amount of time required for this purpose beyond the 1265 specified hours shall not be defined by the head teacher.
- Teachers will receive 10% of their curriculum teaching time as weekly non-contact time for planning, preparation and assessment tasks.