



St Mary's Catholic Primary School
Cross Street
Chesterfield
S40 4ST

Job Description

The school was founded by and is part of the Catholic Church. It is one of the formal means through which the Church's educative mission is fulfilled and is to be conducted as a Catholic school in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Hallam.

Job Title: Key Stage Leader
All staff covered by STPCD

Overall Role and Remit:

- To maximise the achievement of all children in your charge.
- To be responsible for these children's safety and welfare.
- To assist in the development of other staff within the school.

Responsible to: Headteacher

Specific Responsibilities

The following are taken from the Teachers Standards – September 2012

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 as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A TEACHER MUST:

- 1. Set high expectations which inspire, motivate and challenge pupils;**
 - a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.
 - b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 - c) Demonstrate consistently and positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils;**
 - a) Be accountable for pupils' attainment, progress and outcomes.
 - b) Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs.
 - c) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
 - d) Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge;

- a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

4. Plan and teach well structured lessons

- a) Impart knowledge and develop understanding through effective use of lesson time.
- b) Promote a love of learning and children's intellectual curiosity.
- c) Set homework and plan other out-of-class activities to consolidate and
- d) extend the knowledge and understanding pupils have acquired.
- e) Reflect systematically on the effectiveness of lessons and approaches to teaching.
- f) Contribute to 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

- a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- b) 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' educations at different stages of development.
- c) 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

- a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- b) Make use of formative and summative assessment to secure pupils' progress.
- c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d) 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

- a) 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.
- b) 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.
- c) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- a) Make a positive contribution to the wider life and ethos of the school.
- b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c) Deploy support staff effectively.
- d) 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.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - a) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teachers' professional position having regard for the need to safeguard pupils' well-being in accordance with statutory provisions.
 - b) Showing tolerance of and respect for the rights of others.
 - c) 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.
2. 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.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Key Stage Leader Duties:

- To establish good relationships, encourage good working practices and support and lead teachers in the Key Stage.
- To be responsible and accountable for securing the highest standards of pupil achievement across the key stage, through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes.
- To use relevant assessment information to set targets for improvement across the key stage.
- To enthuse, lead, develop and enhance the teaching practices of others across the key stage, through mentoring, coaching, evaluating, supporting, guiding and target setting.
- To be accountable for the strategic leadership and management of the key stage, within the context of the school's aims and policies.
- To promote the positive ethos and culture of the school to other staff, governors, parents, children and members of the wider community.
- To contribute to and actively support the overall ethos/work/aims of the school.
- To comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection.
- To keep up to date records of any meetings/actions/outcomes from the meetings, a copy of which must be given to the Head Teacher within 2 weeks of the meeting/action/outcome.
- To take responsibility for understanding the part that one plays in the progress of the School Improvement Plan and contributing to it accordingly.
- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above.
- To safeguard every pupil's health, safety and well-being in line with school policies.

- To provide reports to parents, pupils, Governors and the Leadership Team with regard to the progress within the specified key stage.
- To keep up to date with current trends and research and to debate as appropriate.
- To liaise with members of the Governing Body enquiring about a particular subject/whole school initiative, to inform them of progression of the action plan, quality of teaching and learning and standards in the key stage.
- To review planning and teaching methods in order to meet individual pupils needs, including SEND, Pupil Premium Grant children, Looked After Children and children with English as an Additional Language.
- To exemplify good practice in the classroom and provide model lessons for staff/governors/parents as appropriate.
- To evaluate assessment data in the Key Stage and discuss outcomes with other key stage leaders and SLT.
- To set targets for classes in light of prior attainment.
- To carry out work scrutiny to ensure high standards and continuity across the school
- To liaise with other key stage leaders to ensure progression and continuity across the school.
- To support, guide and advise staff in all aspects of their work.
- To take a lead role in overseeing external assessments of pupils in the Key Stage
- To provide curriculum information for parents such as letters and booklets, in line with school policy and in consultation with the Head Teacher
- To lead parents meetings/workshops, in consultation with the Head Teacher
- To organise special assemblies, performances, school trips and other events

This job description does not form part of the contract of employment. It describes the way in which the key stage leader is expected and required to perform and complete the particular duties as set out above.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher.

Review of Performance

Appraisal reviews will focus on the post holders' responsibilities. There is recognition that however good we are at our jobs, we embrace the notion of 'continuous improvement'.

Code of Conduct

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with school policies.

Generic Responsibilities of all St Mary's Catholic Primary School Staff

- a) To work consistently to uphold School's mission statement.
- b) To follow all school policies
- c) To work in co-operative and polite manner with all stakeholders.
- d) To work with pupils in a courteous, positive, caring and responsible manner at all times.
- e) To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised.
- f) To be polite, co-operative and positive when communicating to other staff.
- g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- h) To work with visitors to the school in such a way that it enhances the reputation of the school.
- i) To seek to improve the quality of the school's service.
- j) To present oneself in a professional way that is consistent with the values and expectations to the school.

Signed _____ Key Stage Leader

Date _____

Signed _____ Headteacher

Date _____