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 **St Joseph’s Catholic Primary School**

**Part of the St Teresa of Calcutta MAC**

 **KS1 Class teacher + SENDCO or Subject Leader Responsibility**

**Job Description**

**Post: KS1 – Class teacher + SENDCO coordinator if possible**

**Responsible to: Members of the SLT**

**Main purpose of the post:**

To contribute to the provision of high-quality Teaching and Learning for KS1 at the school, ensuring maximum success for all. To be a role model for the school community and raise levels of pupil achievement.

**Specific Duties:**

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| **General** |
| To support and promote the Catholic ethos of the school. |
| Support and contribute to the achievement of the School Improvement Plan. |
| To work closely with the EYFS and KS2 Phase leaders and members of the SLT to ensure that the visions and ethos for St Joseph’s Catholic Primary School are effective and pertinent to all aspects of school life. |
| To be an outstanding practitioner and carry out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of St Joseph’s Catholic Primary School. |
| To establish good relationships and encourage good working practices. |
| To support and help develop the school’s policies and actively promote high levels of achievement in Key stage 1. |
| To develop children to and above national standards. |
| To keep up-to-date with, and remain knowledgeable about, the requirements of the curriculum and national guidelines. |
| **Main Duties** |
| To ensure children make at least good progress. |
| To plan and deliver a child centred creative and stimulating curriculum. |
| To teach classes, groups or individuals as assigned by the KS1 Phase Leader, or a member of the SLT. |
| To ensure the curriculum supports a range of learning styles and develops children’s independence. |
| To ensure curricular policy development is focused on continuous improvement. |
| To ensure a close match between the learning experiences offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability. |
| To work with colleagues in developing an engaging curriculum. |
| To maintain an attractive and stimulating classroom environment and contribute to making the whole school environment stimulating. |
| To ensure all Key Stage 1 pupils are able to learn and achieve to the best of their various abilities. |
| To ensure the requirements for Key Stage 1, including the arrangement of assessment, are met. |
| To maintain assessment records and report on pupils’ progress to senior staff and to parents and carers, in accordance with school policy. |
| To work in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement. |
| To organise opportunities for pupils in Key Stage 1 which are appropriate to the curriculum. |
| To share and model outstanding practice. |
| To maintain good order and discipline among pupils and safeguard their health and safety. |
| To line manage support staff effectively. |
| To make appropriate educational provision for children with SEND and those learning EAL, with support from the SENDCO. |
| To attend to the pupils’ personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. |
| **Main Duties in the SENDCO role (if applicable)** |
| To Support the development of pupils with a SEND requirement. |
| Use school data to identify SEND pupils who may be at risk of underachieving and put strategies in place to address their issues. |
| To lead and manage strategies to support identified underachieving SEND pupils. |
| Monitor, as appropriate, teaching and learning activities, including planning and pupil’s work, to ensure the needs of the pupil are being met. |
| Keep up to date with all local and national developments in SEND and attend all relevant meetings. |
| Liaise with colleagues so that the needs of the pupils with SEND are understood including provision of support with planning, differentiation and assessment for learning strategies. |
| Contribute to oral and written reports for stakeholders relating to individual pupils or groups of pupils. |
| To drive the quality of English and Maths for SEND pupils. |
| To compile a report for Governors three times per year. |
| **Communication** |
| To develop and maintain effective relationships with parents, colleagues, the governing body and the local community. |
| To develop and maintain links with support services. |
| To actively communicate with the local community for opportunities to extend the curriculum and enhance teaching and learning in Key Stage 1. |
| To ensure parents are well-informed about the curriculum as well as their child’s progress and targets. |
| To provide necessary information to the governing body to ensure it meets its responsibilities. |
| To liaise with other colleagues to ensure a smooth transition for all pupils from Early Years to Key Stage 1. |
| To work with the SENDCO to ensure pupils with SEND are appropriately supported. |
| To work with the DSL and the deputies to ensure safeguarding is promoted. |
| **Additional duties** |
| To promote and safeguard the welfare of all pupils. |
| To ensure a high standard of care for pupils is consistently maintained. |
| To act as a role model. |

You are required to perform any such tasks, or duties, that may be reasonably assigned to you by the Head Teacher to ensure the smooth running of the school

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school.

Please email completed applications to: enquiry@stjosb7.bham.sch.uk

**Closing Date of Application**: 4.00pm: Monday 04th October 2021

**Personal Specification**

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| Essential | Desirable |
| *Qualifications:** Qualified teacher status
* Experience of Key Stage 1
 | * Training for the whole primary age range.
* National Award for SEND Co-ordination
* First Aid Training
* Knowledge and experience of personalised learning.
* Worked as a SENDCO or as a deputy SENDCO.
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| *Experience** Minimum of 5 years teaching experience.
* Teaching experience in Key Stage 1 with proven ability as a classroom practitioner.
* Ability to provide a stimulating and challenging classroom environment for all pupils.
* Experience of leading a curriculum areas.
 | * Classroom experience in the Foundation stage and Key Stage 1.
* Experience of working with and supervising other adult support within the classroom (teaching assistants, parent helpers, students).
* Experience of supporting and promoting the Catholic ethos of a school.
* Experience of leading a team.
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| *Specialist Knowledge** Knowledge and understanding of a board, balanced and relevant curriculum.
* Excellent behaviour management skills.
* A secure understanding of the processes by which children learn.
* Ability to differentiate the curriculum to meet the needs of all achievers.
* Competent in the use of ICT across the curriculum especially in relation to the use of whiteboard technology.
* Understanding and use of assessment to inform future teaching and learning.
* Competent in the use of observational assessment to inform further learning.
* A willingness to work on one or more curriculum areas.
* The promotion of good behaviour through self-discipline.
* To be able to work creatively and sensitively with children.
 | * A well-developed knowledge of a particular curriculum or specialist area.
* An understanding of a whole school approach to improvement and raising standards.
* Effective use of ICT to support planning and assessment.
* Familiarity with the SEN Code of Practice.
* Familiarity with the delivery of Letter and Sounds.
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| *Personal Qualities** A highly professional approach to their work.
* *Great energy, enthusiasm and hope.*
* *A Real drive to make things happen.*
* *A passionate desire to make a difference.*
* *Excellent communication skills.*
* *Ability to work under pressure.*
* *Ability to lead a subject area, if not SEND.*
 | * Ability to effectively lead a team and work collaboratively with parents/carers.
* Able to delegate.
* Able to manage time effectively.
* The desire for further career progression.
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