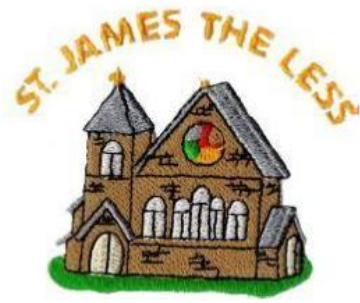


St James the Less Primary School



Job Description

LA Title: Lancashire County Council

School Title: St James the Less Roman Catholic Primary School

Job Description: KS2 teacher, full time

Salary: Main Pay Scale / **Upper Pay Scale considered for a strong candidate**

You are required to carry out the duties of a school teacher as set out in the Schoolteachers' Pay and Conditions Document and with regard to the current *School Teachers' Pay and Conditions Document (2025)*.

The post requires you to teach pupils in the age range 4 – 11 years with particular experience within upper Key Stage 2 and, having due regard to the requirements of the National Curriculum, the SEN Code of Conduct, the School's Mission Statement, Aims, Objectives and Schemes of Work and any policies of the Governing Body.

You are required to carry out such duties which form part of the Schoolteachers' Pay and Conditions Document as the Headteacher may reasonably direct from time to time.

All staff and volunteers at St James the Less RC Primary School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring, they are protected from harm.

Teachers will undertake to develop the children in the understanding and knowledge of their faith. In all the undertakings, the Mission Statement of the school should remain central.

1. **Set high expectations which inspire, motivate and challenge pupils**
 - to have consistently high expectations of all children
 - to provide rich, varied and imaginative experiences which deliver a high level of challenge for all children
 - to develop an expert knowledge and understanding of the areas of learning, and a clear understanding of how children learn to inform astute planning and challenging tasks
 - to provide sharply focused/ timely support and intervention (based on comprehensive knowledge of the unique child) ensuring that individual needs are accurately met
 - to provide successful strategies to engage all parents in their children's learning in school and at home

2. **Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - plan teaching to build on pupils' capabilities and prior knowledge
 - guide pupils to reflect on the progress they have made and their emerging needs

- demonstrate knowledge and understanding of how pupils learn and consider how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work
- support children with SEN or disabilities, working with guidance from the school SENCO
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- demonstrate a clear understanding of appropriate teaching strategies

3. **Plan and teach well-structured lessons**

- to use well-judged and, often inspirational teaching strategies which engage and enthuse children to achieve
- to teach reading, writing, communication and mathematics highly effectively. To help children to apply these skills well and facilitate their development across all areas of learning
- Develop key skills as an integral part of all curriculum areas;
- to effectively model/ scaffold to support children's progress. To model language extremely well, extending children's speaking and listening skills
- to be sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration
- to promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning
- set challenging teaching and learning objectives which are relevant to and based on knowledge of pupils and take account of:
 - their learning needs and abilities
 - evidence of their past and current achievement
 - the expected standards for pupils of the relevant age range
 - the range and content of work relevant to that phase
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging and creative curriculum

4. **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 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' education at different stages of development
- 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

5. **Make accurate and productive use of assessment**

- assessment will be precise, sharply focused and include all those involved in the child's learning. It will be used to secure timely interventions and support, based on a comprehensive knowledge of the child
- Frequent formative assessment should have a direct influence on planning
- to give children constructive feedback, which is frequent and of a consistently high quality, promoting highly effective development and learning characteristics

- to skilfully and sensitively talk with children about what they're doing, how they plan to do it, what worked well and what they would change next time

6. **Manage behaviour effectively to ensure a good and safe learning environment**

- take all necessary steps to keep children safe and well in accordance with school policy
- be alert to any issues for concern in children's life at home or elsewhere, following the school's Safeguarding policies and procedures
- 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 and the strong Catholic identity of the school
- 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 and to develop independence
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- to assist in, and be supportive of, the maintenance of fair discipline and good order throughout the school at all times
- promote the good health and wellbeing of children in school, following procedures and policies in place

7. **Fulfil wider professional responsibilities**

- make a positive contribution both the Catholic ethos and to the wider life of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- to work co-operatively as a member of the KS2 department
- deploy support staff effectively
- 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.
- contribute to the development of parental, parish and community involvement in the life and work of the school
- provide enjoyable opportunities that enrich pupils experiences
- be committed to safeguarding and promoting the welfare of children

Teachers are expected to participate positively in meetings and the appraisal cycle and take personal responsibility for their own professional development in line with the school improvement priorities and the school development plan.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher.

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