



St Vincent de Paul Catholic Primary School

Class Teacher (with subject leader responsibility)

Job Description

St Vincent de Paul School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

JOB TITLE: MAIN SCALE 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 whole-school collective worship.
- Lead daily prayer and weekly collective class worship.

Teaching

- Meet the framework of professional standards for teachers in England (TDA 2012)
- 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.
- Plan lessons using the school's format and store on the network weekly.
- Differentiate learning and teaching according to individual children's educational needs.
- Draw up Individual Education Plans as required and ensure that these are shared with and signed by parents.
- Set and mark work which is to be completed as homework.
- Ensure children's reading is assessed against the school's chosen scheme.
- 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.
- 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.
- Year 2 and 6 teachers participate in arrangements for preparing pupils for SATs and administer SATs tests and teacher assessments. Results are recorded and reported.
- Teachers in Foundation Stage complete the appropriate EYFS Assessment activities (every half term) including baseline assessment.

Safeguarding and Wellbeing

- Develop the academic, social, moral, physical and spiritual well-being of each individual child.
- Be familiar with the latest version of Keeping Children Safe in Education (KCSIE).
- Attend annual training and keep up to date with and adhere to the Safeguarding and Child Protection Policy and report any concerns to the Designated Safeguarding Lead (DSL) following correct procedures.

Liaison with parents

- Attend parent interviews 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 by writing a termly information sheet (newsletter).
- 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 inclusion manager to support the progress of SEN/ EAL children.

- Communicate and cooperate with persons or bodies outside the school 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 early-career teacher (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.

Other Duties

- Register the attendance of children.
- Carry out one weekly playground duty (two for Key Stage 1 teachers), also supervising the playground on that day from 8.45am.
- 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 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.

JOB TITLE: CORE/FOUNDATION SUBJECT LEADER

RESPONSIBLE TO: Head Teacher

LIAISON WITH: All teaching, support staff, pupils and parents, governors responsible for identified subjects, curriculum committee external agencies

PURPOSE: To engage in collaborative leadership designed to secure the achievement of the school's strategic priorities.

To raise and maintain the standards of teaching, learning and achievement for pupils in assigned subject.

Making an impact on the educational progress of pupils across the school, as Middle Leader for identified subjects.

ROLE: To provide leadership focused on securing high quality teaching and learning together with raised levels of attainment and achievement.

To lead and be responsible for assigned subject across the school. Dedicated leadership time per term is allocated to the Leaders. In addition to this, the Senior Leader shall work such reasonable additional hours as may be needed to enable them to carry out their professional duties as stated below.

MAIN DUTIES AND RESPONSIBILITIES

Ethos

Provide opportunity for children's moral and spiritual development within assigned subject in accordance with the school's mission statement: ***Love one another as I have loved you.***

Curriculum leadership

- Ensure curriculum design clearly identifies the key building blocks of learning in each topic of the subject. Reference the schools' EIF to ensure relevant sequence and progression of learning across the school from early years to year 6.
- Contribute to the school self-evaluation procedures formulating and reviewing an annual Subject Action Plan.
- Manage leadership time effectively to ensure all duties are completed throughout the year, providing the head teacher with a timetable for leadership days.
- Manage subject budgets, audit, order, catalogue and organise appropriate resources to enable effective delivery of the curriculum.
- Update Subject Policy according to policy timetable (review at least every 3 years) Ensure this is implemented throughout the school.
- Organise and maintain an electronic Subject Leadership file (stored on the school's network), which contains relevant and up to date documentation.

- Monitor assigned subject scheme of work annually to ensure appropriate coverage and breadth of study in line with National Curriculum. Update Subject Guidelines and termly assessments as necessary as necessary
- To lead and co-ordinate annual themed curriculum weeks.
- Ensure current and relevant curriculum information is displayed on the school website.

Monitoring Teaching and Learning

- Alongside SLT, annually monitor core subject plans and pupil's work to ensure all pupils are making good or better progress through effective teaching and in the summer term review targets set.
- Carry out analysis of assessment results identifying areas for development across the school and within each class.
- Provide written summary of analysis and necessary support to address identified areas.
- Identify strengths and areas for development and feedback to staff, taking appropriate action and intervention
- Observe lessons in each class with SLT and provide oral and written feedback to teachers.
- Undertake CPD to keep up to date with relevant subject developments and disseminate to staff.
- Deliver high quality INSET (minimum of 1) where necessary according to the needs of subject Action Plan.
- Ensure pupil voice for the subject is included annually.

Assessment (core subject leaders only)

- Monitor termly planning and assessment stored in year group files on the network.
- Following moderation and analysis of previous academic year set whole school subject target or focus and class targets and share with staff.
- Provide all teachers with written feedback summarising moderation outcomes and comparing to teacher assessments.

Continuing Professional Development

- Participate in relevant leadership and management CPD opportunities.
- Ensure staff aware of CPD opportunities available to them.
- Enable expected levels of progress by supporting the subject knowledge of both teaching and non-teaching support staff.

Liaison with others

- If required, as a result of self-evaluation procedures or parental request, prepare and deliver a Parent's Workshop.
- Supporting staff in planning and teaching according to need.
- Provide training to Support Staff, as needed.
- Meet termly with the head teacher to discuss and provide evidence of progress towards achieving action plan. Provide annual written subject review to governors in the head teacher's report.
- Collaborate with other subject Leaders to share good practice.

JOB TITLE: UPPER PAY SCALE (UPS) CLASS TEACHER

RESPONSIBLE TO: Head Teacher

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

Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Head Teacher

In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 1 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 2.

1. Upper Pay Range Accountabilities

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 1.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 1.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 1.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 1.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 1.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 1.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 1.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice. This could include the role of ECT mentor/induction tutor.

2. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 2.1 Play a critical role in the life of the school.
- 2.2 Provide a role model for teaching and learning.
- 2.3 Make a distinctive contribution to the raising of pupil standards.
- 2.4 Contribute effectively to the work of the wider team.
- 2.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Specific details of the accountabilities (eg which workplace policies under paragraph 9.1 above that the post holder will contribute to implementing and promoting) should be recorded below and reviewed annually by the appraiser.

Paragraph	Specific Additional Accountabilities

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.