

Job Description

Class Teacher

Reporting to:	Headteacher
Liaising with:	Pupils, Senior Leadership Team, Parents, Governors and whole school community
Grade/Salary:	Main scale (M) M1 – Upper Pay Scale (UPS) 3
Hours of work:	32.5 hour per week 52 weeks per year

Main Purpose:

The post holder will be accountable to the Headteacher and will carry out the following professional duties in accordance with the Academy's policies and procedures under the direction of the Academy's Senior Leadership Team.

Key Tasks:

Pupil progress

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning, and recognise the level at which the pupil is achieving.

Professional practice

- Identifying key groups of students and ensuring an appropriate level of challenge to support progress.
- Provide clear structures for lessons maintaining pace, motivation, and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Ensure effective teaching and best use of available time.
- Monitor and intervene to ensure sound learning and discipline.
- Use a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
 - select appropriate learning resources and develop study skills through library, ICT and other resources.

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Evaluate their own teaching critically to improve effectiveness.
- Prepare and present informative reports to parents.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.

Whole school responsibilities

- Be a positive influence on the climate and culture of the Academy and demonstrate a positive professional attitude at all times.
- Understand the implications of the Data Protection Act and other relevant legislation to ensure confidentiality of records and information is maintained.
- Support the Catholic ethos of the Academy.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to line manager.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in team meetings, pupil progress meetings, open evenings, and pupil performances.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

General

To work in collaboration with other St Thomas Aquinas Academies, sharing good practice and supporting during time of absence and/or heavy workload.

The postholder must:

- Ensure that trust policies and procedures are implemented and followed;
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety

The St Thomas Aquinas Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.

Person Specification

Class Teacher

A. Training & Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	A	
Training and / or experience relating to primary school age range		A

B. Teaching	Essential	Desirable
Sets challenging teaching and learning objectives relevant to all students in their classes	A & I	
Uses these objectives to plan lessons and sequences of lessons showing how they will assess	A & I	
Takes account of and supports students' varying needs	A & I	
Selects and prepares resources and plans for their organisation	A & I	
Takes part in and contributes to teaching teams	A & I	
Organises and manages teaching and learning time effectively	A & I	
Organises and manages physical space, tools, materials, texts, resources safely and effectively	A & I	
Uses a range of monitoring and assessment strategies and uses this information to improve own planning and teaching	A & I	
Identifies and supports the more able, those failing to achieve potential and those with behavioural, emotional, and social difficulties	A & I	
With help, identifies levels of attainment and supports EAL students	A & I	
Records progress and achievements systematically	A & I	
Uses records as the basis for reporting orally and in writing for parents, carers, other professionals, and students	A & I	
Establishes a purposeful learning environment where diversity is valued and where students feel secure and confident	A & I	
Teaches clearly structured lessons which interest and motivate and promote active and independent learning	A & I	
Differentiates to meet students' needs, including more able, Pupil Premium and those with SEND	A & I	

B. Teaching (continued)	Essential	Desirable
Takes account of different interests, experiences, achievements of boys and girls, and students from different cultural and ethnic groups	A & I	

C. Professional Knowledge	Essential	Desirable
Is aware of the responsibilities of a teacher	A & I	
Have high expectations of all students and a commitment to raising their educational achievement	A & I	
Treats students consistently, with concern for development	A & I	
Demonstrates and promotes positive values, attitudes, and behaviour	A & I	
Understands the contribution of support staff and other professionals	A & I	
Promotes equal opportunities	A & I	
Is committed to Continuing Professional Development	A & I	
Has secure knowledge and understanding of own subject	A & I	
Knows and understands relevant National Curriculum Programmes of Study	A & I	
Is aware of pathways for progression through school, college, and work-based settings	A & I	
Is aware of the requirements for Key Stage 2 and Key Stage 5 and Further/Higher education	A & I	
Effectively uses ICT for teaching and to support a wider professional role	A & I	
Understands the responsibilities under the SEN Code of Practice	A & I	
Knows a range of strategies to promote good behaviour and a purposeful learning environment	A & I	

D. Personal Attributes	Essential	Desirable
Willing to support the Catholic tradition and spiritual ethos of the academy	I	
Willing and able to contribute to and share in the corporate life of the academy	I	
Willingness to support Residential Retreats/visits abroad	I	
Willingness to organise and support extra-curricular activities		

E. Safeguarding & Equality	Essential	Desirable
Understanding of responsibilities of the Trust and schools in ensuring compliance with all relevant legislation	I	
Excellent knowledge of safeguarding and the implementation of effective safeguarding practices in schools	I	
Must be able to recognise discrimination in its many forms and willing to put the school's equality policies into practice.	I	
Demonstrate a commitment to safeguarding and promoting the welfare of children and young people	I	
Aware of equal opportunities in relation to this role	I	
Ability to form and maintain appropriate relationships and personal boundaries	I	

Jan 2024