



# St Joseph's Catholic Primary School Teacher Job Description

## For Catholic Voluntary Aided schools in the Archdiocese of Birmingham

**Salary and Grade: MPS 1 – MPS6 in line with current School Teachers' Pay and Conditions Document**

**Responsible to: The Head Teacher & Governing Body**

### 1 Introduction

- 1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will seek to appoint a teacher who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2 The appointment is subject to the current conditions of service for Teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.
- 1.3 This job description may be amended at any time, following consultation between the Head Teacher and the Teacher and will be reviewed annually.
- 1.4 All staff have a responsibility to safeguard and promote the welfare of all children. If any teacher suspects that a child in his/her class may be a victim of abuse, they will immediately inform the named person about their concerns verbally and in writing. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. Concerns reported to the designated member of staff may require further action.

At all times, underpinning every aspect of professional life in this school, the Governing Body of St Joseph's Catholic Primary School expect all staff to uphold the school Safeguarding Policy. Staff are expected, at any time, to speak to the Head teacher or a DSL (and the Chair of Governors in the case of the Head teacher) if there are any concerns regarding the conduct of any member of the school workforce. This statement must be borne in mind when observing the main responsibilities outlined in Section 2.

### 2 Main responsibilities

- 2.1 To set high expectations which inspire, motivate and challenge pupils.
  - Set an example in all aspects, share good practice and support other colleagues in maintaining the standards of the school.
  - In setting targets, take into account cohort targets and how these will be met.
  - In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions.
  - Actively support the Catholic ethos of the school in relationships with children, colleagues and parents, both in class and around the school.
- 2.2 **Promote good progress and outcomes by pupils**
  - Set an example, in all aspects, share good practice and support other colleagues in maintaining the standards.
  - Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make good progress.
  - Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils for both class and cohort.
  - Demonstrate, through self-review, an effective evaluation of the impact of teaching.
  - Demonstrate in depth knowledge of how children learn and adapt teaching accordingly
  - Establish a culture that ensures that pupils have a responsible and conscientious attitude to work.
  - Engage with colleagues in review and evaluation of cohort progress and attainment

- Actively promote parental involvement and initiate opportunities to involve them.
- Lead on subject development through staff training or INSET
- Provide quality, accurate, professional reports (verbal and written) for parents.

### 3 **Demonstrate good subject and curriculum knowledge**

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching.
- Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the school.
- Effectively carry out the subject leadership role from MPS2 upwards.
- Know the strengths and areas for development in leading a subject and bring about improvement through action planning.
- Take responsibility for own CPD, keeping abreast of changes/ developments across a range of subjects and leading improvement within an area of responsibility.
- Evaluate own subject leader performance in terms of impact on teaching and learning.

### 4 **Plan and teach well-structured lessons**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards,
- Consistently teach lessons which are good or outstanding and which include agreed 'non-negotiables'.
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated.
- Be systematic in evaluating learning within and across a sequence of lessons.
- Actively engage parents in their children's learning.
- Facilitate the views of children and parents' on learning.
- Work effectively as part of a team, ensuring consistency across a year group.
- Take a significant role in collaborative planning.
- Recognize own accountability for curriculum provision within the class and the quality of learning.

### 5 **Adapt teaching to respond to the strengths and needs of all pupils**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Ensure that teaching is consistently good and outstanding.
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals.
- Initiate strategies to engage parents in their children learning, especially hard to reach parents or those whose first language is not English.

### 6 **Make accurate and productive use of assessment**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment
- Be aware of local and national data when evaluating expectations and performance ☐ Use school data effectively to track progress and set challenging targets.
- Be highly competent in marking and providing feedback to pupils.
- Establish strategies to encourage children to respond to feedback
- Engage fully in moderation activities as required and initiate moderation activities with year group colleagues.

## 7 **Manage behaviour effectively to ensure a good and safe learning environment**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning.  
Be aware of local and national data when evaluating expectations and performance.
- Recognize responsibility and accountability for maintaining high standards of behavior beyond the classroom.
- Keep parents well informed and work effectively with them to bring about improvement where necessary.
- Inspire children's respect and form positive relationships.

## 8 **Fulfil wider professional responsibilities**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be proactive in supporting the Catholic ethos of the school. Be positive and encouraging in times of change.
- Generate respect from colleagues through highly effective professional working and supportive relationships.
- Show full cooperation and support for colleagues managing development or change.
- Form highly effective relationships with children that generate respect, confidence and high self-esteem.
- Form highly effective relationships with parents through, for example, good communication, listening to and acting upon concerns, providing professional guidance in respects to all aspects of school life.
- Recognize responsibility and accountability for the effective deployment of support staff within the teaching team.
- Liaise with the Leadership and Management Team to ensure that support staff have the key skills they need to work effectively.
- Fully engage in reflection, self-evaluation and appraisal, recognizing the need to base conclusions on robust evidence.
- Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement.
- Support the school parish partnership by attending sacramental and parish events.
- Be willing to run an after school club or activity at some point throughout the school year.

## 9 **Staff Code of Conduct for ICT**

To ensure that members of staff are fully aware of their professional responsibilities when using information systems and when communicating with pupils, they are asked to sign a code of conduct.

Members of staff should consult the school's Internet safety policy for further information and clarification.

- I understand that it is a criminal offence to use a school IT system for a purpose not permitted by its owner.
- I appreciate that IT includes a wide range of systems, including mobile phones, PDAs, digital cameras, email, social networking and that IT use may also include personal IT devices when used for school business.
- I understand that school information systems may not be used for private purposes without specific permission from the head teacher.
- I understand that my use of school information systems, Internet and email may be monitored and recorded to ensure policy compliance.

- I will respect system security and I will not disclose any password or security information to anyone other than an authorised system manager.
- I will not install any software or hardware without permission.
- I will ensure that personal data is stored securely and is used appropriately, whether in school, taken off the school premises or accessed remotely.
- I will respect copyright and intellectual property rights.
- I will report any incidents of concern regarding children's safety to the Internet-Safety Leader, the Designated Child Protection Coordinator or Headteacher.
- I will ensure that electronic communications with pupils including email and social networking are compatible with my professional role and that messages cannot be misunderstood or misinterpreted.
- I will promote internet-safety with students in my care and will help them to develop a responsible attitude to system use, communications and publishing.

The school may exercise its right to monitor the use of the school's information systems and Internet access, to intercept e-mail and to delete inappropriate materials where it believes unauthorised use of the school's information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Signed

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(Chair of Governors)

Date

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# St Joseph's Catholic Primary School

## Person Specification EYFS Teacher 2026

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<b>APPLICATION</b>				
<ul style="list-style-type: none"> <li>• Well-structured supporting letter</li> <li>• Fully supported in reference</li> <li>• Preferably a practising Catholic</li> </ul>				Supporting letter Application form References Interview
<b>Qualifications and Experience</b>				
1.1	Qualified to degree level including Qualified Teacher			Application form References Interview
1.2	Early Years specialist training			
1.3	To have teaching experience and understanding of transition from YR to Y1 with children under five			
<b>Professional Knowledge and Experience</b>				
2.1	Excellent Early Years Practitioner with a thorough understanding of the Early Years Foundation Stage and a commitment to the highest standards of teaching and learning			Application form References Interview
2.2	A clear understanding of how young children learn and the ability to plan for effective and high quality teaching and learning in Early Years			
2.3	An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children			
2.4	To have experiences of working with children with SEND			
2.5	Experience and understanding of the key person role			
2.6	The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities			
2.7	To be able to manage behaviour effectively using a range of strategies. Experience of planning and organising an enabling learning environment inside and outside			
2.8	A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning			
2.9	The ability to contribute to the development of an area of learning			
2.10	The ability to maintain professional and positive relationships with children, staff, parents and external agencies			
2.11	Early Talk Boost / Wellcomm Trained			
<b>Professional skills</b>				
3.1	To demonstrate the skills of a good teacher, including the ability to: <ul style="list-style-type: none"> <li>o Use first hand experiences to interest and encourage and engage pupils</li> <li>o Have very good behaviour management skills</li> <li>o Provide appropriate levels of challenge so that all pupils make good progress</li> <li>o Use assessment information effectively to plan next steps for children</li> </ul>			Application form References Interview
3.2	To work collaboratively and supportively with colleagues within EYFS, school, feeder schools/ nurseries and outside agencies			
3.3	The ability to respond to challenges with optimism			
3.4	To be committed to continual personal and professional development. To be reflective and learn from past experiences			
3.5	To be committed to equality, diversity and the inclusion of all			
3.6	To be able to communicate clearly both orally and in writing			

<b>Personal Characteristics</b>				
4.1	Have an excellent attendance record and be reliable with a high degree of integrity			Application form References Interview
4.2	Approachable with excellent interpersonal skills when dealing with others on all levels			
4.3	Well-organised, enthusiastic, energetic and flexible			
4.4	Resilient and demonstrates the ability to work under pressure. Manages time effectively			
4.5	Values and respects the views of children			
4.6	Self-motivated and able to take initiative and responsibility			
4.7	A willingness to learn with and from colleagues			
4.8	Proactive in maintaining own professional development and can seek help from others when needed			
4.9	A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required			
4.10	Adheres to the School's code of conduct			

Please demonstrate how you meet all of the essential criteria provided on the Person Specification and, where appropriate, the desirable criteria, when completing your application form. When short-listing applicants for interview, the panel will consider the requirements on the person specification. Therefore, you are advised to ensure that your application form responds to these requirements. All criteria will be assessed initially through your application form, where appropriate.

References will be sought for all applicants short-listed with referees asked to comment on the applicant using the above person specification.

References will be used to support the Governors' decisions, not as a basis for those decisions.