**APPENDIX `**

**JOB DESCRIPTION – Class Teacher**

For Catholic voluntary aided schools in the Archdiocese of Birmingham

**St Mark’s Catholic Primary School**

**Class Teacher Job Description**

**For Catholic voluntary aided schools**

**in the Archdiocese of Birmingham**

**Responsible to:** The Head Teacher

**Responsible for**: • Class of Children

**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 appoint a practising Catholic or someone supportive of the Catholic faith 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 Class Teacher 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.

**2 Core Purpose of the**

2.1 To set the context, the core purpose of the teacher is to provide education in the school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success a teacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. A teacher must establish a culture that promotes excellence, equality and high expectations of all pupils.

2.2 The core purpose of the teacher is to support the Head Teacher

in ensuring that:

• the school is conducted as a Catholic school in accordance with the

teachings of the Catholic Church and Canon Law, and in accordance

with the Trust Deed of the Archdiocese of Birmingham;

• religious education is in accordance with the teachings, doctrines,

discipline and general and particular norms of the Catholic Church;

• religious worship is in accordance with the rites, practices, discipline

and liturgical norms of the Catholic Church;

• the school provides high quality teaching and learning that leads to

successful outcomes for pupils in terms of spiritual and moral

growth, achievement, attitudes to learning, behaviour and personal

development;

• the school will promote and safeguard the welfare of all children,

enabling every child, whatever their background or their

circumstances, to have the support they need to: be healthy; stay

safe; enjoy and achieve; make a positive contribution; achieve

economic well-being; recognise their own dignity and the dignity of

others as children of God;

• all statutory requirements are met and the work of the school is

effectively monitored, evaluated and reviewed.

**General Duties and Responsibilities**

To carry out the duties of a Class Teacher as set out in the current

School Teachers’ Pay & Conditions Document.

**Key Areas of Responsibility**

**1 Shaping the Future**

1.1 The ‘preferred future’, expressed in the strategic vision and development of

a Catholic school, stems from the educational mission of the Church, which

is reflected in the school’s mission statement and school improvement plan.

**Actions**

The teacher supports the Head Teacher in:

• Ensuring the vision for the school is clearly articulated, shared,

understood and acted upon effectively by all.

• The vision must reflect its distinctive Catholic character, in

accordance with the provisions of the Diocesan Trust Deed, based

on what it means to be fully human as revealed in the person, life

and teachings of Jesus Christ.

• Working within the school community to translate the vision into

agreed objectives and operational plans, which will promote and

sustain school improvement.

• Establishing a commitment amongst pupils, staff and parents to

the school’s mission in partnership with the governing body and

through the example of personal conviction.

• Demonstrating the vision and values in everyday work and practice.

Motivating and working with others to create a shared culture and

positive climate.

• Creating a distinctively Catholic ethos that is inclusive and

applies Catholic values, attitudes and practices in all aspects of

school life, and that life is lived explicitly and consciously in the

presence of God.

• Ensuring there is planned worship, and appropriate liturgy in

accordance with the rites, practices, discipline and liturgical

norms of the Catholic Church.

• Ensuring creativity, innovation and the use of appropriate new

technologies to achieve excellence.

• Ensuring that the strategic planning takes account of the diversity, values

and experience of the school and community at large.

**2 Leading Learning and Teaching**

2.1 In a Catholic school the search for excellence is expressed in learning and

teaching, which responds to the needs and aspirations of its pupils and

acknowledges their individual worth as children of God.

**Actions**

The teacher supports the Deputy Head Teacher in:

• Ensuring a consistent and continuous school-wide focus on pupils’

achievement, using data and benchmarks to monitor progress in every

child’s learning.

• Ensuring that learning is at the centre of strategic planning and resource

management.

• Securing high quality religious education for all pupils in

accordance with the teachings and doctrines of the Catholic

Church.

• Ensuring high quality Personal, Social and Health Education and

Citizenship in accordance with the teachings and doctrines of the

Catholic Church.

• Ensuring quality provision for pupils' spiritual, moral, social and

cultural education in line with the distinctive Catholic nature,

purposes and aims of the school.

• Establishing creative, responsive and effective approaches to learning

and teaching.

• Creating and maintaining an effective partnership with parents to

support and improving pupils' achievement and personal

development and furthering the distinctive Catholic nature,

purposes and aims of the school.

• Developing effective links with the parish and wider Catholic

community, including local partnership arrangements, to extend

the curriculum and enhance teaching and learning.

• Ensuring a culture and ethos of challenge and support where all pupils

can achieve success and become engaged in their own learning.

• Demonstrating and articulating high expectations and setting stretching

targets for the whole school community.

• Implementing strategies that secure high standards of behaviour and

safety of pupils.

• Determining, organising and implementing a diverse, flexible

curriculum and implementing effective assessment framework.

• Taking a strategic role in the development of new and emerging

technologies to enhance and extend the learning experience of pupils.

• Monitoring, evaluating and reviewing classroom practice and promoting

improvement strategies.

• Challenging underperformance at all levels and ensuring effective

corrective action and follow-up.

**3 Developing Self and Working with Others**

3.1 In a Catholic school the role of a teacher is one of leadership of a

learning community rooted in faith. The teacher’s support of staff should demonstrate an awareness of their unique contribution as individuals,

valued and loved by God.

**Action**

The teacher supports the Head Teacher in:

• Treating people fairly, equitably and with dignity and respect to create and

maintain a positive school culture consistent with the Catholic ethos of the

school and its mission.

• Building a collaborative learning culture within the school and actively

engaging with other schools to build effective learning communities.

• Developing and maintaining effective strategies and procedures for staff

induction (including understanding the nature of the school as a Catholic

community), professional development and performance review.

• Ensuring effective planning, allocation, support and evaluation of work

undertaken by teams and individuals, ensuring clear delegation of tasks

and devolution of responsibilities.

• Acknowledging the responsibilities and celebrating the achievements of

individuals and teams.

• Developing and maintaining a culture of high expectations for self and for

others and taking appropriate action when performance is unsatisfactory.

• Regularly reviewing own practice, setting personal targets and taking

responsibility for own personal development.

• Managing own workload and that of others to allow an appropriate

work/life balance.

**4 Managing the Organisation**

4.1 In a Catholic school all deployment of staff, finance, material resources,

time and energy should promote the common good of the community in

accordance with the school's mission.

4.2 The teacher helps provide effective organisation and

management of the school and seeks ways of improving organisational

structures and functions based on rigorous self-evaluation. The teacher

also helps deploy resources efficiently and

effectively to secure the school’s aims and mission through meeting specific

objectives in line with the school’s strategic plan and financial objectives.

**Actions**

The teacher supports the Head Teacher in:

• Creating an organisational structure which reflects the school’s values, and

enabling the management systems, structures and processes to work

effectively in line with legal requirements.

• Producing and implementing clear, evidence-based improvement plans and

policies for the development of the school and its facilities.

• Ensuring that, within the Catholic ethos, policies and practices take

account of national and local circumstances, policies and initiatives.

• Managing the school’s financial and human resources effectively and

efficiently to achieve the school’s educational goals and priorities.

• Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing

successful performance management processes with all staff.

• Managing and organising the school environment efficiently and effectively

to ensure that it meets the needs of the curriculum and health and safety

regulations.

• Ensuring that the range, quality and use of all available resources is

monitored, evaluated and reviewed to improve the quality of education for

all pupils and provide value for money.

• Using and integrating a range of technologies effectively and efficiently to

manage the school.

**5 Securing accountability**

5.1 In a Catholic school the teacher fulfils his/her responsibilities in

accordance with the mission of the school. The teacher supports the

Headteacher and governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

**Actions**

The teacher supports the Head Teacher in:

• Fulfilling commitments arising from contractual accountability to the

governing body.

• Developing the Catholic ethos so that everyone understands the

mission of the school, which enables everyone to work collaboratively,

share knowledge and understanding, celebrate success and accept

responsibility for outcomes.

• Ensuring individual staff accountabilities are clearly defined, understood

and agreed and are subject to rigorous review and evaluation.

• Working with the governing body (providing information, objective

advice and support) to enable it to meet its responsibilities, including

securing the distinctive Catholic character of the school.

• Developing and presenting a coherent, understandable and accurate

account of the school’s performance to a range of audiences including

governors, parents and carers.

• Reflecting on personal contribution to school achievements and take

account of feedback from others.

**6 Strengthening Community**

6.1 In a Catholic school there is a special relationship with the parish and the

church, as well as the local community with its distinctive social context.

**Actions**

The teacher supports the Head Teacher in:

• Building a school culture and curriculum, based on Gospel values and

the teachings of Jesus Christ and the Catholic Church, which takes

account of the richness and diversity of the school’s communities.

• Building a relationship with the local church and parish

communities, seeing participation in the celebration of the

Eucharist as a crucial point of reference and stability.

• Creating and promoting positive strategies for challenging racial and

other prejudice and dealing with racial harassment.

• Ensuring learning experiences for pupils are linked into and integrated

with the wider community and promote commitment to serving the

common good and communion with the wider-world.

• Ensuring a range of community-based learning experiences.

• Collaborating with other agencies in providing for the academic,

religious, spiritual, moral, social, emotional and cultural well-being of

pupils and their families.

• Creating and maintaining an effective partnership with parents and

carers, as the prime educators, to support and improve pupils’ growth

in the knowledge and love of God and neighbour, their achievement

and personal development.

• Seeking opportunities to invite parents and carers, the parish,

community figures, businesses or other organisations into the school to

enhance and enrich the school as a faith community and its value to

the wider community.

• Contributing to the development of the education system by, for

example, sharing effective practice, working in partnership with other

schools and promoting innovative initiatives.

• Co-operating and working with relevant agencies to protect children.

**7 Safeguarding Children & Safer Recruitment**

7.1 This school is committed to safeguarding and promoting the welfare of

children and young people as required under the Education Act 2002 and

expects all staff and volunteers to share this commitment.

**Actions**

The teacher should support the Head Teacher in ensuring that:

• The policies and procedures adopted by the governing body are fully

implemented and followed by all staff.

• Sufficient resources and time are allocated to enable the designated

person and other staff to discharge their responsibilities, including taking

part in strategy discussions and other inter-agency meetings, and

contributing in the assessment of children.

• All staff and volunteers feel able to raise concerns about poor or unsafe

practice in regard to children, and such concerns are addressed sensitively

and effectively in a timely manner in accordance with agreed disclosure

policy.