**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.