

## **SCHOOL ETHOS AND MISSION STATEMENT**

### ***'Learning to live by faith and to be known by love'***

We are all unique, but one in Christ. Therefore, we aim for our children to know their faith and value themselves and one another as unique children of God. As a community, we strive to reflect Christ's love as we learn together.

We foster a safe, vibrant and stimulating learning environment where all feel welcome, and we promote independence and responsibility by caring for our school, the wider community and all of God's creation.

St. Martin's staff bring the world to the children and the children to the world through a wide range of engaging and inspiring learning experiences. We aim to ignite children's curiosity and passion for life-long learning and create an environment where everyone feels valued and their voices can be heard. Children are encouraged to develop the personal skills they need to be effective learners.

All members of the community work to create a culture of excellence where everyone is inspired to be the best that they can be, the whole child is nurtured and all achievements are celebrated. We encourage each child to recognise and respond to God's purpose for them.

## **JOB SPECIFICATION FOR A KS1/ KS2 TEACHER**

Each teacher will:

1. Be responsible to the Head Teacher for the educational care and development of the class of children assigned to him/her.
2. Prepare and use appropriate teaching methods to enable all children in the groups to which he/she is assigned to learn according to their age, aptitude and ability; provide a broad, balanced, relevant coherent and differentiated curriculum which fulfils the requirements of the National Curriculum and of the Archdiocese of Birmingham. To deliver the school's curriculum, including new educational initiatives, and use a wide range of teaching styles which consider the diverse demands of children's learning thereby supporting the ethos of the school.
3. Be aware of the needs of children in the group and plan appropriate tasks to maintain a close match between the work offered and those needs.
4. Keep the Head Teacher informed of the details undertaken and submit plans in line with the school's planning statement.

5. Maintain adequate records as required by the DfE, the LA and the Headteacher about the children in his/her care and the details of the work covered by them. These will include
  - Formative assessment records according to the school's assessment policy
  - Evidence of achievement in pupils' books
6. Review his/her own and children's work as a regular strategy aimed at maintaining the standard and quality of work carried out under her control; plan and implement regular teacher assessment of children's National Curriculum work and required statutory assessment, as expressed in the school's assessment policy.
7. Maintain a cheerful, well-organised orderly and stimulating learning environment in the classroom in which all children develop academically, emotionally, physically and socially.
8. Form links with colleagues to enable information to pass freely concerning the needs and abilities of individual children.
9. To participate in meetings, which relate to the curriculum of the school or the administration or organisation of the school, including pastoral arrangements.
10. Form and maintain links between him/her and parents, particularly of children in his/her own class, and be available for planned consultation evenings.
11. Compile reports on children for both internal use and for wider publication for the DfE.
12. Treat as a professional confidence any information concerning individuals gained in the course of working in the school.
13. Be prepared to offer a curriculum or resource specialisation as a contribution to the school's corporate efforts to achieve its stated aims.
14. Keep up to date with professional requirements and undertake necessary training for professional development.
15. Be flexible in accepting changes in the above items as required by the needs of the school, as decided by the Head Teacher and Governors or as reflected in the School Development Plan.

**Safeguarding:**

- To promote the general progress and well-being of individual pupils and of any class or group, including safeguarding and child protection matters;
- To attend safeguarding training provided and to read documents provided;
- To put into practice all instruction intended to safeguard pupils;

- To report all safeguarding incidents immediately to their line manager.

**Health and Safety:**

- To act in the interest of health and safety, both their own and that of others;
- To co-operate with the efforts of management to ensure health and safety;
- To attend health and safety training provided and to read documents provided;
- To put into practice all instruction intended to ensure safety;
- To report all accidents, incidents and hazards immediately to their line manager;
- To respect and make proper use of all equipment provided to ensure safety in the workplace;
- To refer any health and safety issues to the next level of responsibility, if they feel that they are not authorised to deal with the issue.

## PERSON SPECIFICATION – CLASSROOM TEACHER

### Qualifications and Professional Development

| Essential  | Desirable   |
|--|---|
| <ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Sympathetic to and supportive of the ethos of a Catholic school</li><li>• Thorough understanding of curriculum issues across the subject range</li><li>• Expertise in at least one subject area</li></ul> | <ul style="list-style-type: none"><li>• Evidence of ICT skills</li><li>• Holds CCRS</li></ul> |

### Competence Summary (knowledge, abilities, skills, expertise)

| Essential  | Desirable   |
|--|---|
| <ul style="list-style-type: none"><li>• Awareness and understanding of children with special educational needs</li><li>• The ability to plan, record and assess children's work within a learning culture</li><li>• Good communication skills</li><li>• Good organisational skills</li></ul> | <ul style="list-style-type: none"><li>• Willingness to involve parents and community in school life</li><li>• Willingness to partake in the full life of the school</li></ul> |

### Work –related Personal Requirements

| Essential  | Desirable |
|--|-----------|
| <ul style="list-style-type: none"><li>• Commitment to the school's Mission Statement</li><li>• Personal and professional integrity</li><li>• Personal 'presence' and confidence, warmth and sensitivity, flexibility of approach, enthusiasm and a sense of humour</li><li>• The ability to work as part of a team</li></ul> |           |