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| **Holy Cross Catholic Primary School**  C:\Users\bbriggs\Desktop\Logo\Logo\HC-Logo-Green.jpg | |
| **Job Description: UKS2 Classroom teacher and Phase Leader** | |
| Employed by: Governors of the school |  |
| Role reports to: Headteacher | |
| Responsible for: Specific Phase and whole school curriculum area | |
| Introduction  All teachers are subject to the Conditions of Employment set out in the School Teachers’ Pay and Conditions Document.  You should endeavour to maintain and develop the Catholic character of the school, in accordance with the directions given by the Headteacher.  You should at all times work within the framework provided by school policy statements to fulfil the general aims and objectives of the school. | |
| Job Purpose   * To ensure the effective education of the pupils for which you have class responsibility, by providing a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils and prepares the pupils for the opportunities, responsibilities and experiences of adult life. * To lead and monitor an assigned phase to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils through a creative and rigorous curriculum. * To take an active and positive role in the development of curriculum attainment and progress within the school as a member of the leadership team. * To promote the wellbeing of staff and pupils in the school with particular reference to your phase team. * Lead and co-ordinate the work of the assigned phase, ensuring all statutory and school assessments are undertaken and to be accountable for standards with the year group. * To lead on a specific area of the curriculum across the school. | |
| Main duties and responsibilities   * To work as part of the senior management team in: * Supporting and securing the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement in school. * The process of implementing, assessing and evaluating the curriculum provision, implementation of teaching and learning for the school, including areas of staffing, curriculum resourcing, pupil * our and achievement. * Attending leadership team meetings as required and reporting to staff and governors as necessary. * Act as an ambassador for the school and positively engage with the wider school community. * Lead and ensure that colleagues contribute equitably and effectively to the team and challenge poor performance in any area of the school’s activity. * Lead CPD meetings and INSET through the provision of high quality professional development, such as coaching or accessing other sources of expertise, locally and nationally. * Maintain strong links of communication with governors, parents and the wider community. * Be an excellent practitioner who is an example to staff, pupils and parents in terms of: * High personal standards of classroom practice * Providing stimulating and challenging learning environment * Excellent subject knowledge of core subjects * The ability to plan, assess and evaluate to a high standard * High expectations of pupil achievement * Commitment and professionalism * Organisational and school operation skills * Understanding of whole school assessment and data analysis | |
| Specific Responsibilities   * Lead and co-ordinate the work of the phase, being responsible for the quality of learning, pupil progress and standards. * To monitor teaching and learning, planning, pupils’ work, progress and behaviour to ensure consistency across the phase. * Ensure that all staff in the phase understand the curriculum and school policies and follow them accordingly. * In liaison with the Head of School and Assistant Headteacher, use the results of pupils’ assessments and achievements to provide support and monitoring for underachieving pupils or groups. * Ensure the appropriate induction of pupils into the assigned phase. * Ensure that regular PPA meetings are held. Prepare progress meetings and reports as appropriate. * Co-ordinate the deployment of volunteers within the phase. * Ensure appropriate arrangements for statutory and non-statutory assessment are in place and carried out. * Lead effective continuity and progression for the transition of pupils to/from year groups. * Ensure that parents are well informed about the curriculum, targets, children’s progress and attainment. | |
| Key Tasks   * To prepare for, provide and review class-based activities that lead to effective education of the children in your charge and to develop in them the ability to take responsibility for their own learning * Willing to support the strong Catholic ethos of the school * To maximise the potential of every child in all areas of his/her development * To ensure the good behaviour of all children in your care and to develop within them positive attitudes towards adults, peers, property and work * To maintain effective records in relation to progress of class and individual children * To have a responsibility to develop and maintain a harmonious and constructive home/school partnership * To consult and inform parents of children regarding progress, attainment and attitude * To participate in arrangements for further training and the development of your own professional knowledge and skills * To contribute to the pastoral work within the school * To ensure the effective education of the pupils in your care, in line with the schemes of work and objectives of the school * Undertake any other duties that can be accommodated within the grading level and nature of this post at the request of the Headteacher | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher or leadership team member to undertake work of a similar level that is not specified in this job description.

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| Employee Signature: | |
| Print Name: | Date |
| Line Manager’s Signature | |
| Print Name: | Date: |

**Person Specification**

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|  | Essential | Desirable |
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| Religious Affiliation | * Candidates need to be sympathetic and supportive of the distinctive character of the school and able to support this fully. | * A practising Catholic |
| Qualifications | * Qualified Teacher Status | * Additional Professional Qualifications |
| Experience | * Experience of leading an assigned phase to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement * Successful implementation of strategies for raising achievement * Effective curriculum development and its management * Evidence of high standards and effective teaching * Experience of successfully teaching pupils with a wide range of barriers to learning in mainstream settings. * Experience of accelerating outcomes for pupils. * Experience of leading others to bring about improvements. * Successful experience teaching in a primary setting * Experience with children with SEN, including gifted and talented. * Expertise and experience in a particular subject or subjects that you would be interested in leading now or in the future. * Experience of clear strategies for successful teaching and learning at all levels. | * At least three years teaching experience. * Recent experience of teaching pupils in at least two key stages * Experience working in a school with high deprivation. * Competent ICT skills. |
| Skills, Knowledge and Understanding | * Up to date and effective knowledge of DFE and current OFSTED expectations within a Primary School. * Depth and breadth of knowledge of KS1/2 curriculum * Knowledge of barriers to learning in a Primary School * Evidence of proactive and positive working as a team member. * Understanding of barriers and strategies to address the barriers when working with children in an area of high deprivation * Understanding of needs and issues of pupils with additional needs and effective strategies to allow them to be successful * How to promote and implement equal opportunities for staff and pupils * Understanding of how to organise, plan and match learning and curriculum to pupils needs * The ability to work constructively in partnership with all stakeholders, other schools, external agencies   and the local community   * Commitment to high educational standards. * Ability and personal qualities to develop and maintain good relationships with pupils, staff and parents. * Able to implement sound procedures to ensure good behaviour and discipline in the class. * Able to use effective assessment and record keeping to promote the educational and personal development of the pupils of the class. * Ability to communicate effectively orally and in writing. * Knowledge & understanding of equal opportunities and inclusion. | * How to use comparative data, together with information about pupil’s prior attainment to set targets for improvement * Commitment to caring ethos. * Understanding of involving pupils’ families in their learning. * Be able to negotiate and consult effectively |
| Personal Attributes | * Friendly and Approachable * Adaptable to changing circumstances and ideas * Energetic and creative * Imaginative and enthusiastic * Proven ability to self-motivate, use initiative and lead pro-actively. * Good organisational skills and the ability to have a   flexible and adaptable approach.   * The ability to manage time effectively. * Proven ability to self-motivate, use initiative and lead pro-actively. * Self-aware and self-reflective * Is able to manage behaviours and emotions positively. * Maintains resilience in the face of challenges. * Ability to work under pressure and meet demands and deadlines. | * Evidence of research evidence based practice to positively impact. * Undertaken training and development around personal development and emotional intelligence |
| Leadership and Management | * To lead an assigned phase to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils through a creative and rigorous curriculum. * Ability to inspire, motivate and secure buy in from others. * Commitment to and experience of monitoring and review process to support school improvement. * The commitment to develop a positive, diverse and inclusive school ethos which values each individual   and challenges any form of discrimination.   * Ability to lead a subject or area which is central to school improvement. * Be able to support INSET * To be able to move the school forward and maintain school improvement in partnership with the Head * Show a firm but fair attitude towards the children * Can identify strategies for dealing with disruptive children | * Experience of leading a team to deliver outcomes. * Experience of leading INSET * Experience of school self-assessment and School   Improvement Planning  in order to secure  effective teaching and  learning and raise  standards.   * Experience of successfully managing a key stage or   departmental budget |
| Teaching and Learning | * High quality classroom practice * The ability to create a safe and stimulating environment that contributes positively to teaching and learning, with the knowledge and skills to promote high standards of discipline and behaviour. * A proven ability in the use of information and communication technologies and of their application in management and education. * Willingness to take risks with their teaching, reflect on these and build on them * Ability to adapt learning to meet pupils needs. * Creates an inspirational, creative and memorable learning experience which enables pupils to learn more and remember more. * High expectation of behaviour. * High expectations of achievement | * Experience of successfully leading whole school curriculum developments * CPD in cognition, metacognition and new curriculum * Experience of partnership working with teaching support staff and non-teaching staff |
| Parents | * Clear evidence of a commitment to parents as partners in their child’s education | * Experience of initiating parental involvement in school |
| Communication | * Be an active listener * Communicate clearly and take account the views of others * Be supportive of children and adults * Be able to give and receive feedback constructively |  |
| Teamwork | * A sense of humour * Enthusiasm * Is willing to be part of a hardworking team * Able to work in partnership with the Head, Deputies and other Assistant Heads to establish the school as a successful centre of learning |  |
| Safeguarding | * Implementation and in depth experience and knowledge of safeguarding practices | * Experience of using CPOMS |

Holy Cross Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake a Disclosure check by the Disclosure & Barring Service at an appropriate level for this post.