



# ST. JUDE'S CATHOLIC PRIMARY SCHOOL

*'Together, we learn, love and grow with Jesus'*

## JOB DESCRIPTION

### Year 6 Classroom Teacher (to cover maternity leave)

#### 1. INTRODUCTION

##### 1.1 NAME OF POSTHOLDER:

##### PERFORMANCE REVIEWER:

##### 1.2 JOB TITLE: Class Teacher (MPS)

##### 1.3 JOB PURPOSE: Under the reasonable direction of the Headteacher:

- a) To take responsibility for a class of mixed ability children, recognising children as individuals
- b) To promote the aims of the school through effective teaching and learning
- c) To develop self in relation to individual needs
- d) To contribute to the developing ethos of the school by participating in reviews of policy and practice and teach as a fully committed member of the teaching team and as detailed in the specific duties below.

##### 1.4 LINE MANAGEMENT: Key Stage Leader/Deputy Headteacher/Headteacher

##### 1.5 LIASING WITH: Headteacher, Senior Leadership Team, teachers, support staff, parents, LA representatives, external agencies.

##### 1.6 SALARY SCALE: Classroom Teachers' Pay Scale (Main and Upper Pay Ranges)

##### 1.7 WORKING HOURS: Full Time as specified within the School Teacher's Pay and Conditions Document

##### 1.8 DBS DISCLOSURE LEVEL: Enhanced

##### 1.9 JOB CONTEXT

This job description recognises the requirements of the current Pay and Conditions Document and DFE conditions of employment. It reflects the vision, strategic plan and policies of this school

At this School we follow the statutory requirements and guidance of the School Teachers' Pay and Conditions Document and use the Wigan Council Model Pay Policy in order to ensure that classroom teachers are only asked to complete appropriate additional work beyond their classroom teaching and to link pay progression to performance.

Under STPCD 2016 all teachers (other than headteachers) are responsible for the following (sections 2 -8):



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## **2. SCHOOL ETHOS**

- 2.1 Working with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and children to achieve their highest potential.
- 2.2 Attending, taking part in and lead acts of collective worship in accordance with school policy.
- 2.3 Providing Religious Education in accordance with the agreed syllabus.
- 2.4 Actively supporting the school's corporate policies relating to equality and diversity, inclusion and health, safety and well being.
- 2.5 Promoting the ethos of the school and celebrate its success at every opportunity.

## **3. CURRICULUM PLANNING AND PROVISION**

- 3.1 Help develop and maintain a curriculum in line with the National Curriculum and school policy to meet the needs of individual children within the classes taught.
- 3.2 Work with other members of staff to ensure that the extremes of the ability range are catered for within the curriculum.
- 3.3 Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested, including contributing orally and in writing, as appropriate.
- 3.5 Ensure efficient use and maintenance of all material teaching resources within your classroom area and working environment and ensure available resources are used effectively to support the curriculum

## **4. TEACHING AND LEARNING**

- 4.1 Produce coherent lesson plans which ensure continuity and progression, take account of the individual needs of pupils and encourage the development of independent learners.
- 4.2 Employ a range of suitable teaching and learning strategies and styles to ensure effective learning.



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- 4.3 Present appropriately demanding subject content, skills and understanding in a clear and stimulating manner, thereby motivating and sustaining the interest of pupils and raising levels of attainment.
- 4.4 Develop, maintain and use resources appropriate to chosen learning objectives.
- 4.5 Ensure the effective deployment of teaching assistant support in the classroom.
- 4.6 Analyse and evaluate children's learning to inform future planning and teaching and learning activities.
- 4.7 Create and maintain an orderly, safe, stimulating and informative classroom environment.
- 4.8 Maintain good practice and implement changes in accordance with developments in educational theory and practice.
- 4.9 Contribute to pupil targets, assess progress and maintain records in accordance with school policy.

## **5. PASTORAL CARE**

- 5.1 Promote and safeguard the welfare of children.
- 5.2 Develop positive relationships with all children based on their achievements and promote their general progress and well-being and participation in all aspects of school life.
- 5.3 Maintain a positive approach to child management, supporting the school's policies relating to attendance, punctuality and behaviour.
- 5.4 Alert line manager or senior management of any more complex problems experienced by pupils as appropriate, making recommendations as to how they may be resolved.
- 5.5 Ensure a class code of conduct is implemented following appropriate consultation with pupils and relevant staff.
- 5.6 Maintain a system of rewards and sanctions which is understood and appreciated by pupils and parents.

## **6. PARENTAL INVOLVEMENT AND PARTNERSHIP WORKING**

- 6.1 Report appropriately to parents on the needs and progress of their children.
- 6.2 Encourage the involvement of parents in the education of their children and respond promptly to queries and concerns.



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- 6.3 Uphold the school's well-established links with parents, the local community and cluster of schools, the LEA, Diocese and other external agencies.

## **7. PERFORMANCE MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

- 7.1 Engage with the annual performance management review process, in accordance with the school's policy.
- 7.2 Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- 7.3 Ensure colleagues receive information and feedback on professional development activities undertaken.

## **8. UPPER PAY RANGE TEACHERS WHO DO NOT HOLD TEACHING AND LEARNING RESPONSIBILITIES**

The elements above apply to all teachers on the main and upper pay ranges. Teachers who wish to progress on the upper pay range are invited to demonstrate that they are 'highly competent in all elements of the teaching standards' and that their 'achievements and contribution to the school have been substantial and sustained'.

Teachers who seek to progress to UPR3 (or above) or who have reached UPR3+ should meet the following:

*UPR3+ teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.*

## **9. SIGNATURES**

This Job Description may be varied from time to time by mutual consent

**May 2017**

**Signed:** \_\_\_\_\_

**Headteacher**

**Signed:** \_\_\_\_\_

**Teacher**

**Date:** \_\_\_\_\_



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## **Appendix 1: Teachers' Standards**

### **Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **Part One: Teaching**

#### **A teacher must:**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

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

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively



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- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others



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- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



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## PERSON SPECIFICATION

### Year 6 Classroom Teacher (Maternity Cover)

#### QUALIFICATIONS

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<ul style="list-style-type: none"> <li>Newly Qualified or Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of commitment to INSET and continuous professional development;</li> <li>Catholic Teacher's Certificate (or CCRS)</li> </ul>	Application

#### EXPERIENCE

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<ul style="list-style-type: none"> <li>Evidence of successful experience (or ITT experience) of teaching Primary age children;</li> <li>Experience of working successfully &amp; co-operatively as a member of a team.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience in a Catholic school</li> <li>Experience of coordinating a curriculum subject throughout the school</li> </ul>	Application / References / Interview

#### TEACHING & LEARNING

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<ul style="list-style-type: none"> <li>Qualified Teacher Status;</li> <li>Exemplary classroom practitioner;</li> <li>Knowledge of the characteristics of effective teaching and learning and strategies for improving and sustaining high standards of pupil achievement in KS2;</li> <li>Knowledge of the current legislation and legal requirements and the ability to use this knowledge in efficient curriculum practice;</li> <li>An understanding of the role of monitoring to improve the quality of teaching and learning;</li> <li>A good understanding of assessment and how it can best be used to extend children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Provision for SEN and High Achievers;</li> </ul>	Application / References / Interview

#### MANAGEMENT

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<ul style="list-style-type: none"> <li>Ability to direct the work of classroom support staff</li> </ul>		Application / Interview





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## INTERPERSONAL SKILLS & TEAM BUILDING

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> <li>◆ Be wholeheartedly committed to the Catholic aims and ethos of the school and be able to implement those aims in your work;</li> <li>◆ Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</li> <li>◆ Develop good relationships within a team;</li> <li>◆ Establish and develop close relationships with parents, governors and the community;</li> <li>◆ Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>◆ Create a happy, challenging and effective learning environment.</li> </ul>	<p>In addition, the Class Teacher might also be able to:</p> <ul style="list-style-type: none"> <li>◆ Develop strategies for creating community links</li> </ul>	<p>Application / References / Interview</p>

## TRANSITION

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<ul style="list-style-type: none"> <li>◆ Understand the key factors in successful transition between classes and year groups;</li> <li>◆ Ability to effectively induct pupils arriving new to the school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge of pupils with EAL</li> </ul>	<p>Application / References / Interview</p>

## OTHER QUALITIES

ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
<ul style="list-style-type: none"> <li>◆ Willingness and the ability to promote the catholic ethos of the school;</li> <li>◆ Evidence of recent and appropriate professional development;</li> <li>◆ Excellent communication and interpersonal skills;</li> <li>◆ Confident user of ICT</li> <li>◆ Good organisational and time management skills</li> <li>◆ Ability to work well under pressure and in stressful situations;</li> <li>◆ Creativity and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A sound knowledge and understanding of the Catholic ethos.</li> </ul>	<p>Application / References / Interview</p>

**May 2018**