

Cottesmore St Mary Catholic Primary School
Job Description for Teacher



‘Mane nobiscum Domine’ (Abide with us O Lord)

Cottesmore St Mary Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Title and Grade of Post: **Class teacher with subject leadership responsibility**

Subject responsibility: **To be decided if not an NQT**

Name of Postholder:

Grade: **MPS / UPS**

Commencement date: **September 2019**

Line manager:

School teachers are required to carry out the duties set out in the School Teachers' Pay and Conditions Document.

This job description reflects the national Teacher Standards for Qualified Teacher Status. It may be amended at any appropriate time, following consultation between the headteacher and teacher, and will be reviewed annually. Priorities relating to performance management objectives will be identified in the performance management documentation.

(If you are a newly qualified teacher entering the profession you will work to the Qualified Teacher Standards. These are attached. You will also not be expected to undertake a subject leadership responsibility but may do so if you would like to.)

Cottesmore St Mary is a Catholic Primary School and you will be expected to support the ethos at all times. You will be required to pray with the children daily, provide class worship, lead assemblies, partake in whole school celebrations, plan, teach and deliver RE and EPR lessons that represent our Catholic faith.

Qualified teachers and NQTs should meet the following Teacher's Standards throughout their teaching career.

TEACHERS' STANDARDS

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 phonics⁸
- 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
- 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.

Subject leadership (if applicable)

As part of the standards outlined above, you will have leadership and management responsibilities foras follows:

- To have very good subject knowledge so that you can lead in writing, developing and reviewing whole school policy documents and schemes of work in your subject that will support good learning and teaching and encourage high expectations and high attainment.
- To evaluate learning in your subject and write appropriate action plans that will develop learning and teaching and promote high standards.
- To monitor and ensure the effective implementation of agreed policies and schemes of work throughout school, supporting teachers in developing good practice within their classrooms. To maintain the subject leader's file and a portfolio demonstrating good standards of attainment across all aspects of the subject across all year groups.
- To co-ordinate information and resources and ensure that an accurate and up to date inventory of all resources is kept and made available to staff.
- To be responsible for the ordering and fair distribution of all resources, keeping within the delegated budget; to keep careful accounts of the expenditure according to agreed practice.
- To keep the headteacher and colleagues informed of any major developments and initiatives and ensure that the school is well placed to respond to them.
- To lead on all professional development activities for your subject.
- To attend relevant courses and feedback information and materials to colleagues.
- To maintain a teacher's resource area for shared reference and teaching resources.
- To draw up any specific timetables or rotas related to your subject e.g. for special events such as 'curriculum weeks'
- To inform Governors and Parents of key developments within your subject and to produce any written reports as may be required.

This job description sets out the duties of the post at the time that it was prepared. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Signature of postholder: _____ Date: _____

Signature of line manager: _____ Date: _____

Signature of headteacher: _____ Date: _____