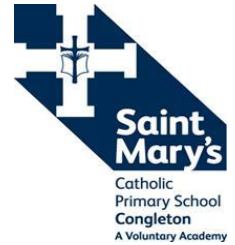


Saint Mary's Catholic Primary School

The governors will seek to appoint a teacher 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 at the school.



Main Scale Teacher Job Description

- A teacher (other than a head teacher) may be required to undertake the following duties -

Teaching

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

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.
- Identify opportunities for learners to learn in out-of-school contexts.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- 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
- 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 challenging 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.
- Use the school's reward system to celebrate achievement

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

Professional development

- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.
- Participate in Performance Management arrangements in accordance with the school's policy.
- Reflect on and improve practice and take responsibility for identifying and meeting their developing professional needs.
- Identify priorities for their professional development in the context of induction.
- Be prepared to adapt practice, adopting a creative and innovative approach where benefits and improvements are identified.

Other Professional Duties

Communication

Communicate with pupils, parents and carers.

- Communicate effectively with children
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Encourage a two-way communication process with parents and carers, so they can participate in discussions about the progress and development and well-being of children
- Value and respect the contributions that parents and carers can make to the development and well-being of children and to raising their levels of attainment.

Working with colleagues and other relevant professionals

Collaborate and work with colleagues and other relevant professionals within and beyond the school.

- Communicate effectively with colleagues
- Have a commitment to collaboration and co-operative working
- Value and respect the contributions that colleagues can make to the development and well-being of children and to raising their levels of attainment.

Relationships with Children and Young People

- Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.

- Have high expectations for all children and young people.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision in meeting the objectives in the School Development Plan.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

Leadership

- Provide leadership in at least one area throughout the school (see Subject Co-ordinator job description).

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Follow the current legal requirements, national policies and guidance on the safeguarding and protection of children
- Maintain good order and discipline among pupils.

Management of staff and resources

- Effectively direct and supervise support staff assigned to them and where appropriate, other teachers, to enhance the quality of children's learning.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them
- Use class budgets effectively to provide necessary resources for the class.