

St Margaret Clitherow RC Primary School, Stevenage



Job Description – Class Teacher

Grading: Main Pay Scale to Upper Pay Scale

Responsible to: Headteacher / Assistant Headteacher

All Teachers are subject to the conditions of Employment set out annually in the School Teachers' Pay and Conditions Document (STPCD). These detail the professional and particular duties required of teachers, together with requirements for working time and guaranteed Planning, Preparation and Assessment (PPA) time. The school complies with requirements in order to make reasonable demands of teachers. Additionally, all teachers at St Margaret Clitherow School are required to sign the Catholic Education Service (CES) Contract of Employment in order to ensure that the Catholic ethos of the school is supported at all times. Teachers are required to carry out their duties in line with the Catholic ethos of the school and in line with their responsibility for promoting and safeguarding the welfare of children for whom they are responsible or with whom they come into contact.

All teachers must have due regard to the National Standards for Teachers and will be assessed against these standards at least annually.

Areas of responsibility and key tasks:

1.0 Supporting the Catholic ethos of the school through:

- Developing the Catholic Life of the school;
- Supporting the spiritual needs of all pupils;
- Planning, delivering and assessing the RE curriculum in accordance with policy;
- Participating in and delivering appropriate Acts of Worship and assemblies;
- Preparing pupils to participate in Mass and other key liturgies and sacraments;
- Promoting the catholic Life of the school with parents and children.

2.0 Planning, Teaching and Class Management:

Teach allocated pupils by planning teaching to achieve progression of learning through:

- Identifying clear teaching objectives & specifying how they will be taught & assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils and supporting appropriately;
- Providing clear structures for lessons maintaining pace, motivation & challenge;
- Making effective use of assessment & ensuring coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Monitoring and intervening to ensure sound learning and discipline;
- Managing and deploying Teaching Assistants and volunteers effectively within the classroom.

Use a variety of teaching methods to:

- Deliver appropriate schemes of work that match the needs of all pupils
- Take into account different learning styles demonstrated by pupils;
- Use effective questioning to move learning on and clarify understanding;
- Pay attention to errors and misconceptions;

- Select appropriate learning resources including ICT;
- Ensure pupils acquire & consolidate knowledge, skills and understanding;
- Evaluate own teaching critically to improve effectiveness.

3.0 Monitoring, Assessment, Recording, Reporting:

- Assess how well learning objectives have been achieved;
- Mark and monitor pupils' work and set targets for progress in line with school procedures;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Inform parents of their child's progress through the Consultation Evening process;
- Prepare and present informative reports to parents.

4.0 Other Professional Requirements:

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies, practices and ethos of the school;
- Establish effective working relationships and set a good example through own presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute to the corporate life of the school through effective partnership in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents, governors and other external agencies;
- Take on any additional responsibilities which might from time to time be determined by the Headteacher.

5.0 Additionally, STPCD requires all teachers to be involved in:

- Advising and cooperating with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
- Taking any such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- Coordinating or managing the work of other staff as directed.

7.0 POST THRESHOLD TEACHERS (Upper Pay Spine)

Post-threshold teachers are required to demonstrate **substantial** and **sustained** achievements and contribution to the school.

In addition, those teachers aspiring to progress from UPS2 to UPS3 or who hold a UPS3 post should demonstrate qualities that reflect the following guidance:

'UPS3 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 promote pupils' learning'.

This job description is subject to review at least annually as part of the Performance Appraisal process.

Signed:

Teacher

Headteacher

Date