

St Mary's Catholic Primary School

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Diocese of Clifton

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Head Teacher: Charlotte Dunt



Job description

Name of school: St Mary's Catholic Primary School

Post title: Classroom Teacher

Salary grade: Teachers Advisory Pay Scales

Job purpose: To be responsible for the delivery of high quality teaching and learning within the relevant key stage/department and to contribute to continuous improvement and support the school's senior leadership team.

Relationships: The post holder is responsible to the Headteacher for their teaching duties and for fulfilling the duties set out in this job description. There is a requirement for effective professional relationships with all teaching and support staff colleagues and other members of the school community.

Statutory requirements: This job description is to be performed in accordance with the requirements of the School Teachers' Pay and Conditions Document and within the range of professional duties set out in that document that apply to a classroom teacher

Teaching responsibilities: The post holder will have responsibility for teaching an assigned class of pupils as described in the job description that applies to all classroom teachers. This might also include reference to aspects of subject development or co-ordination that are undertaken by all or most classroom teachers. The post holder will be expected to act as an adult role model and support school policies when dealing with students or visitors to the school. The post holder will be expected to;

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;

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.

6. 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.

7. 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 wellbeing.

Review

The job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out. The job description may be reviewed from time to time in consultation with the post holder in order to address changing circumstances or priorities within the school.

Special notes and conditions

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) because it is a post which involves working directly with children or young people. You are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) unless they are protected disclosures as listed in the Exceptions Order.

Please note: The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and, if they are disclosed, employers cannot take them into account.

The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the schools child protection and behaviour management policy.