

SCHOOL BADGE

**CLASS TEACHER JOB DESCRIPTION -
roles and responsibilities**

Post holder:	Job Title: Class Teacher
Service:	Responsible to: Principal
Leadership area and designation:	Grade: Teacher main scale
Primary contacts: Senior school leaders, parents, governors.	Location: St Teresa's Catholic Primary School
Working arrangement: Full Time	

This job description is a guide to the work you will initially be required to undertake and may be reviewed from time to time to meet changing circumstances.

General Duties:

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work.
- Participate in any performance-related appraisal arrangements made by the school.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- *Add any other duties of particular relevance to your school.*

Teaching:

- Set high expectations which inspire, motivate and challenge pupils by:
 - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
 - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Promote good progress and outcomes for pupils by:
 - Being accountable for pupils' attainment, progress and outcomes.
 - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding pupils to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
 - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
 - Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.
 - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 - [EYFS and primary reading teachers only] Demonstrating a clear understanding of systematic synthetic phonics for early reading.

- [EYFS and primary maths teachers only] Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and children’s intellectual curiosity.
 - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
 - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
 - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
 - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils’ education at different stages of development.
 - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Making use of formative and summative assessment to monitor pupils’ progress.
 - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s Behaviour Policy.
 - Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
 - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

Whole-school organisation and strategy development:

- Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s vision and values.
- Make a positive contribution to the wider life and ethos of the school.
- Work with others on curriculum and pupil development to secure coordinated outcomes.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.
- Add any other duties of particular relevance to your school

Safeguarding:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.
- Add any other duties relevant to the role in your school.

Organisation:

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.



NEWMAN CATHOLIC TRUST

HEART SPEAKS TO HEART

CEO: Dr. Daniel Doyle

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www.newmancatholictrust.com

- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional Duties:

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks as reasonable expected under the direction of the **headteacher**.

Person specification

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful primary teaching experience <i>[you may want to add a minimum number of years' experience, or particular age groups]</i> • <u>Add any further qualifications needed (e.g. post-grad qualification, first aid cert etc.)</u>
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum. • Knowledge of effective teaching and learning strategies. • A good understanding of how children learn. • Ability to adapt teaching to meet pupils' needs. • Ability to build effective working relationships with pupils. • Knowledge of guidance and requirements around safeguarding children. • Knowledge of effective behaviour management strategies. • Good ICT skills, particularly using ICT to support learning. • <u>Add any further skills and knowledge needed</u>
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • High expectations for children's attainment and progress. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality. • Punctual, with a good attendance record. • An excellent communicator, verbally and in writing. • Organised. • An excellent time manager. • Hardworking, with high expectations of themselves and their professional standards. • Committed to CPD. • Able to work both independently and as part of a team. • Able to maintain successful working relationships with other colleagues. • Able to plan and resource effective interventions to meet curricular objectives. <p>Driven and energetic.</p> <ul style="list-style-type: none"> • Committed to the values of the school and positive promotion of the school's ethos and work. • Dedicated to promoting their professional development, and that of others. • Able to promote good behaviour consistently. • Able to plan and take control of situations. • Committed to contributing to the wider school and its community. • Able to effectively promote the school's ethos and vision. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. <p>Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</p>
Additional requirements	<ul style="list-style-type: none"> • An enhanced DBS certificate and barred list check. • Evidence for their previous work experience. • References.

Notes:

***This job description may be amended at any time in consultation with the postholder.
Add any other notes of relevance to the role/this document.***



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Principal/line manager's signature:	
Date:	
Postholder's signature:	
Date:	