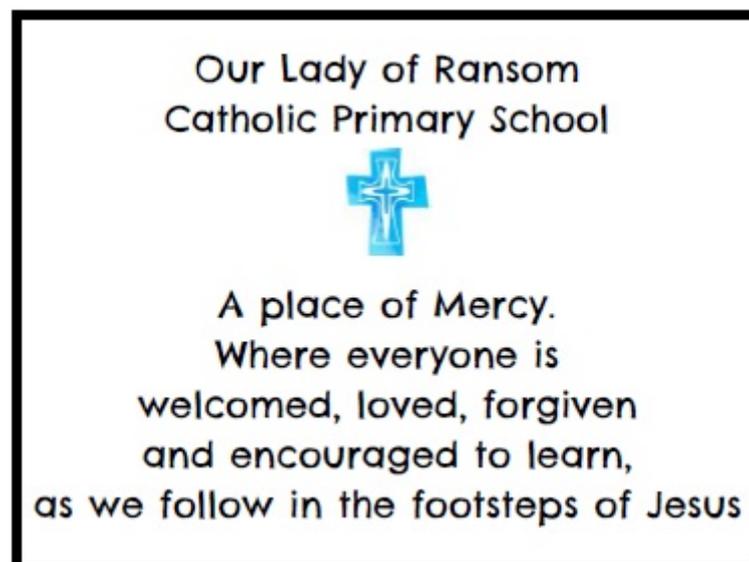




**Our Lady of Ransom Catholic Primary School**

**Class Teacher Job Description & Person Specification**



# Our Lady of Ransom Catholic Primary School - Job Description for the post of Class Teacher

Salary and Grade: MPS 1 - MPS6 in line with current School Teachers' Pay and Conditions Document

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Responsible to: The Head Teacher, Governing Body

## 1 Introduction

1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. 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 of the school.

1.2 The appointment is subject to the current conditions of service for Teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

1.3 This job description may be amended at any time, following consultation between the Head Teacher and the Teacher and will be reviewed annually.

1.4 All staff have a responsibility to safeguard and promote the welfare of all children. If any teacher suspects that a child in his/her class may be a victim of abuse, they will immediately inform the named person about their concerns verbally and in writing. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. Concerns reported to the designated member of staff may require further action.

At all times, underpinning every aspect of professional life in this school, the Local Governing Committee of Our Lady of Ransom Catholic Primary School expects all staff to uphold the school Safeguarding Policy. Staff are expected, at any time, to speak to the Head teacher or a DSL (and the Chair of Local Gov Committee in the case of the Head teacher) if there are any concerns regarding the conduct of any member of the school workforce. This statement must be borne in mind when observing the main responsibilities outlined in Section 2.

## 2 Main responsibilities

2.1 To set high expectations which inspire, motivate and challenge pupils.

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards of the school.
- In setting targets, take into account cohort targets and how these will be met.
- In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions.
- Actively support the Catholic ethos of the school in relationships with children, colleagues and parents, both in class and around the school.

2.2 Promote good progress and outcomes by pupils

- Set an example, in all aspects, share good practice and support other colleagues in maintaining the standards.
- Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make good progress.

- Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils for both class and cohort.
- Demonstrate, through self-review, an effective evaluation of the impact of teaching.
- Demonstrate in depth knowledge of how children learn and adapt teaching accordingly
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to work.
- Engage with colleagues in review and evaluation of cohort progress and attainment
- Actively promote parental involvement and initiate opportunities to involve them.
- Lead on subject development through staff training or INSET
- Provide quality, accurate, professional reports (verbal and written) for parents

### 3 Demonstrate good subject and curriculum knowledge

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching.
- Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the school.
- Effectively carry out the subject leadership role from MPS2 upwards.
- Know the strengths and areas for development in leading a subject and bring about improvement through action planning.
- Take responsibility for own CPD, keeping abreast of changes/ developments across a range of subjects and leading improvement within an area of responsibility.
- Evaluate own subject leader performance in terms of impact on teaching and learning.

### 4 Plan and teach well-structured lessons

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards,
- Consistently teach lessons which are good or outstanding and which include agreed 'non-negotiables'.
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated.
- Be systematic in evaluating learning within and across a sequence of lessons.
- Actively engage parents in their children's learning.
- Facilitate the views of children and parents' on learning. Work effectively as part of a team, ensuring consistency across a year group.
- Take a significant role in collaborative planning.
- Recognise own accountability for curriculum provision within the class and the quality of learning.

## 5 Adapt teaching to respond to the strengths and needs of all pupils

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Ensure that teaching is consistently good and outstanding.
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals.
- Initiate strategies to engage parents in their children learning, especially hard to reach parents or those whose first language is not English.

## 6 Make accurate and productive use of assessment

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment
- Be aware of local and national data when evaluating expectations and performance
- Use school data effectively to track progress and set challenging targets.
- Be highly competent in marking and providing feedback to pupils.
- Establish strategies to encourage children to respond to feedback
- Engage fully in moderation activities as required and initiate moderation activities with year group colleagues

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning.
- Be aware of local and national data when evaluating expectations and performance.
- Recognise responsibility and accountability for maintaining high standards of behavior beyond the classroom.
- Keep parents well informed and work effectively with them to bring about improvement where necessary.
- Inspire children's respect and form positive relationships.

## 8 Fulfil wider professional responsibilities

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be proactive in supporting the Catholic ethos of the school
- Be positive and encouraging in times of change.
- Generate respect from colleagues through highly effective professional working and supportive relationships.
- Show full cooperation and support for colleagues managing development or change.
- Form highly effective relationships with children that generate respect, confidence and high self-esteem.
- Form highly effective relationships with parents through, for example, good communication, listening to and acting upon concerns, providing professional guidance in respects to all aspects of school life.

- Recognise responsibility and accountability for the effective deployment of support staff within the teaching team.
- Liaise with the Leadership and Management Team to ensure that support staff have the key skills they need to work effectively.
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence.
- Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement. Support the school parish partnership by attending sacramental and parish events.
- Be willing to run an after school club or activity at some point throughout the school year.

## 9 Staff Code of Conduct for ICT

To ensure that members of staff are fully aware of their professional responsibilities when using information systems and when communicating with pupils, they are asked to sign a code of conduct. Members of staff should consult the school's e-safety policy for further information and clarification.

- I understand that it is a criminal offence to use a school ICT system for a purpose not permitted by its owner.
- I appreciate that ICT includes a wide range of systems, including mobile phones, PDAs, digital cameras, email, social networking and that ICT use may also include personal ICT devices when used for school business.
- I understand that school information systems may not be used for private purposes without specific permission from the head teacher.
- I understand that my use of school information systems, Internet and email may be monitored and recorded to ensure policy compliance.
- I will respect system security and I will not disclose any password or security information to anyone other than an authorised system manager.
- I will not install any software or hardware without permission.
- I will ensure that personal data is stored securely and is used appropriately, whether in school, taken off the school premises or accessed remotely.
- I will respect copyright and intellectual property rights.
- I will report any incidents of concern regarding children's safety to the e-Safety Coordinator, the Designated Child Protection Coordinator or Headteacher.
- I will ensure that electronic communications with pupils including email, IM and social networking are compatible with my professional role and that messages cannot be misunderstood or misinterpreted.
- I will promote e-safety with students in my care and will help them to develop a responsible attitude to system use, communications and publishing.

The school may exercise its right to monitor the use of the school's information systems and Internet access, to intercept email and to delete inappropriate materials where it believes unauthorised use of the school's information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Signed \_\_\_\_\_

(Chair of Local Governing Committee) Date

## Our Lady of Ransom Catholic Primary School - Person Specification - Classroom Teacher

Factors	Essential	Desirable but not essential
Qualifications	Qualified Teacher Status	Good Honours degree (First or second class) Evidence of continued professional development and commitment to further professional development where applicable.

Each of the skills listed below should be considered within the context of equality issues, embracing race, gender, disability, poverty, and individual educational needs.

Factors	Essential skills that can be demonstrated through the application and interview process	Desirable but not essential skills that can be demonstrated through the application and interview process
Experience	CURRENT experience of working or placement (in the case of NQT) in a primary school recent experience of successful teaching in KS1 and/or KS2 working effectively as a member of a team	teaching across primary age range effective leadership of a subject area providing extra-curricular activity for children working effectively with pre-school, secondary partners as well as the community working in partnership with parents to secure and maintain progress
Interpersonal skills	clear understanding of what constitutes appropriate and successful relationships with children	additional safeguarding training
	approachable, enthusiastic and motivational	brings personal interests and enthusiasms to the school community
	establishing and maintaining good relationships, in partnership with children, parents and colleagues;	sense of humour with interests other than in education;
	committed but flexible, shown through degrees of self-evaluation and adaptability to change	willingness to contribute to the wider life of the school by contributing and organising extra-curricular activities
	exploiting opportunities to develop the personal, social and cultural development of children	
	developing appropriate social values and standards through one's own personal and professional conduct, having high expectations of self and others;	
	promote the school's aims positively, at all times calmly under pressure, and use effective strategies to monitor motivation and morale	

Factors	Essential	Desirable
Management and organisation of learning	clear evidence of teaching consistently to a 'good' or 'outstanding' standard	experience of identifying and providing for pupils with individual educational needs, through the application of Individual Action Plans;
	communicate effectively (both orally and in writing) to a variety of audiences	demonstrating self-awareness of professional needs, and being responsive to the mentoring process;
	effective organisational skills	establishing effective working relationships with colleagues, experience of being responsible for the deployment of support staff, involving them in the management of learning;
	confident and competent user of IT	supporting the development of effective links between 'feeder settings' and/or secondary partners
	ability to promote excellent learning behaviours	coordination of a national curriculum subject area
	using teaching strategies which develop children's independence;	knowledge and/ or use of the Archdiocese of 'Come and See' RE programme, preferably being a practising Catholic teacher;
	creating a happy, purposeful, orderly, supportive and stimulating environment for pupils' learning;	supporting the preparation and administration of statutory National Curriculum tests
	a clear and proven understanding of the theory and practice of providing effectively for the individual needs of ALL children (e.g. classroom organisation and learning strategies);	
	using a variety of teaching styles, including whole class, group and individual approaches in which clear targets are set for pupils' learning;	
	establishing and maintaining consistently high expectations of pupil behaviour through well focused and well-paced teaching;	
demonstrable knowledge of what constitutes quality and high standards in teaching and		

	learning alongside a clear understanding of the statutory National Curriculum requirements at the appropriate key stage	
	an ability to articulate clearly how to ensure pupils achieve and sustain high standards	
	demonstrable monitoring, assessment, recording and reporting of children's progress	
	understanding of the statutory requirements of legislation and own requirements to adhere to Equal Opportunities, Health & Safety, SEN and safeguarding	
Work related circumstances	As indicated in Schedule XI of the "Conditions of Employment of School Teachers".	

Please demonstrate how you meet all of the essential criteria provided on the Person Specification and, where appropriate, the desirable criteria, when completing your application form.

When short-listing applicants for interview, the panel will consider the requirements on the person specification. Therefore, you are advised to ensure that your application form responds to these requirements. All criteria will be assessed initially through your application form, where appropriate.

References will be sought for all applicants short-listed with referees asked to comment on the applicant using the above person specification.

References will be used to support the Governors' decisions, not as a basis for those decisions