

SACRED HEART CATHOLIC PRIMARY SCHOOL AND NURSERY

JOB DESCRIPTION – Class Teacher (UPS)

Member of Staff

Post Title

Responsibility

Line Manager

Mission Statement:

**Love of God,
Love of one another,
Love of our world,
Love of learning.**

Overall Purpose of the post:

This job description is based on the DFE Teacher Standards which define core purpose and functions expected of a good teacher.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Upper Pay Scale teachers are expected to make a significant contribution to school life and practice through the promotion and practice of whole school policies. They should demonstrate extensive knowledge of teaching, learning and assessment strategies and requirements. They should enable collaboration in the work place through the development and support of colleagues.

Part One: Teaching

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.

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;
- 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 targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
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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.

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 with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Post Threshold Standards: In addition to meeting the DFE Teacher Standards, post threshold teachers are expected to meet all of the following:

Professional attributes:

Frameworks: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation

Professional knowledge and understanding

Teaching and Learning:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential

Assessment and monitoring:

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learner's needs

Subjects and curriculum:

- Have a more developed knowledge and understanding of their subject/curriculum areas and related pedagogy including how learning progresses within them

Health and well-being:

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people

Professional skills

Planning

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-match to learning objectives and the needs of learner and which integrate recent developments, including those relating to subject/curriculum knowledge

Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress good as, or better than, similar learners nationally

Teamwork and collaboration

- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Management Responsibilities:

Responsibilities are:

Ensure the appropriate educational standards within your subject area or area of development by:

- Monitoring and challenging teaching staff through lesson observations, evaluating evidence & pupil discussion.
- Reviewing the curriculum.
- Checking assessment data.
- Keeping up-to-date through professional development and research.
- Feeding back or developing others to ensure highest standards are met.
- Auditing resources and replacing / updating as necessary.
- Reporting on your subject area to the HT, Governors or any other interested professional party.

Other Specific Duties:

Staff are expected to:

- Play a full part in the life of the school community, to support the school Mission Statement, core values and ethos and to encourage staff and pupils to follow this example.
- Support the religious life of the school and its legal requirements for collective worship.
- Follow the school's curriculum planning and assessment procedures.
- Assist in maintaining high standards of achievement and behaviour from pupils.
- Actively promote the school's policies.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Undertake any other reasonable duty as requested by the Headteacher

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be specified.

Note

This job description may be reviewed and amended at any time after consultation has taken place depending on the needs of the school.

THIS DOCUMENT IS SIGNED AS HAVING BEEN DISCUSSED AND AGREED BETWEEN THE TEACHER AND THE LINE MANAGER.

..... (Teacher)

..... (Date)

..... (Line Manager)

..... (Date)