



ST AIDAN'S RC PRIMARY SCHOOL JOB DESCRIPTION

Name of teacher:

Salary and Allowances:

Job Title: Teacher

Responsible to: Headteacher

Effective from: 1 September 2018

1. KEY AREA OF RESPONSIBILITY THE DEVELOPMENT OF THE SCHOOL

The strategic direction and development of a Catholic school stems from the educational mission of the Church, which is reflected in the school's Mission Statement and School Development or Improvement Plan.

The Teacher assists the Headteacher and Leadership Group to develop a vision and strategic view for the school in its service to the community.

MAIN TASKS

Work with the Headteacher and Leadership Group in:

- fulfilling the Mission Statement;
- implementing the educational aims, policies, objectives and targets of the school.
- Teaching pupils at the school;
- Cooperating with the Headteacher and Leadership Group in monitoring and evaluating the performance of the school and its achievements as a Catholic school.
- Motivating pupils through interest, encouragement and recognition of their unique value;
- Contributing to the production of the School Improvement Plan;
- Implementing the Governing Body's policies on equal opportunities;

2. TEACHING AND LEARNING

In a Catholic school the search for excellence is expressed in teaching and learning which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The teacher works with the Headteacher, Leadership Group and senior colleagues to provide effective teaching and learning throughout the school. He or she cooperates with the Headteacher, Leadership Group and senior colleagues in monitoring and evaluating the quality of teaching and standards of attainment, using relevant data and setting targets for improvement.

MAIN TASKS

2.1 *Work implementing, in collaboration with colleagues a curriculum which:*

- a) follows the curriculum policy of the Governing Body and meets statutory requirements;
- b) is relevant to the needs, experience, interests, aptitudes and stages of development of all pupils, including those with special educational needs;
- c) ensures the Diocesan policy on Religious Education is fulfilled;
- d) fulfils the statutory duties in relation to the Curriculum including the National Curriculum;
- e) includes arrangements for the daily act of collective worship in accordance with the norms of Catholic worship and the wider spiritual life of the school

2.2 *Work with the Headteacher and Leadership Group in ensuring that:*

- a) School policies on curriculum, assessment, recording and reporting are implemented in order to provide effective teaching and learning;
- b) The arrangements for teaching and learning form a co-ordinated, coherent curriculum entitlement for all pupils;
- c) Information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid governors in fulfilling their responsibilities for the school;
- d) There is continuity of learning and of progression for pupils;
- e) Challenging targets are set for pupil attainment leading to whole school improvement.

f)

2.3 *Work with the Headteacher, Leadership Group and senior colleagues in providing a curriculum for the spiritual, moral, social and cultural development of all pupils.*

2.4 *Work with the Headteacher and Leadership Group in ensuring appropriate pastoral care and guidance for all, in accordance with the Mission Statement.*

2.5 *Work with the Headteacher and Leadership Group in determining appropriate pupil groupings, which reflect the values of the Mission Statement.*

2.6 *Work with the Headteacher and Leadership Group to determine and publicise the means for promoting:*

- a) Pupils' self discipline;
- b) Respect for self, others and authority;
- c) Good behaviour on and off school premises.

2.7 *Work with the Headteacher and Leadership Group in promoting a school ethos, which extends opportunities for learning and encourages extra-curricular activities.*

KEY AREA OF RESPONSIBILITY

3. EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

In the Catholic School all deployment of staff, finance, material resources, time and energy should promote the common good of the community.

MAIN TASKS

Work with the Headteacher and Leadership Group in:

- 3.1 making the best possible use of the time and efforts of Classroom Assistants, Learning Support Assistants and other adults to enhance the learning of groups and individuals.
- 3.2 Using resources, including time and energy, efficiently and effectively to meet the school's aims and objectives in accordance with the school's Mission Statement and School Development Plan.
- 3.3 Providing an attractive environment, which expresses the Catholic identity of the school, stimulates learning and enhances the appearance of the school.

KEY AREA OF RESPONSIBILITY

4. WIDER PROFESSIONAL EFFECTIVENESS

Take responsibility for professional development by:

- a) taking action to keep up to date in developments in the curriculum and teaching methods;
- b) making good use of the outcomes of monitoring and the school's performance management arrangements in order to improve the quality of their teaching.

KEY AREA OF RESPONSIBILITY

5. ACCOUNTABILITY

In a Catholic school the Teacher fulfils his or her responsibilities as specified by the Headteacher, Leadership Group and senior colleagues and in accordance with school's Mission Statement.

MAIN TASKS

5.1 In relation to the Governing Body:

- a) to assist in the exercising of its functions when requested;
- b) to attend meetings of a report to the Governing Body as required.

5.2 In relation to parish(es) and the community

Work with the Headteacher and Leadership Group by helping to:

- a) develop and maintaining positive relationships with the parish communities;
- b) ensure that the school recognizes and meets its responsibilities in the life of the local community;
- c) develop links with local employers for the benefit of the pupils and the school;
- d) promote a positive image of the school in accordance with the Mission Statement.

5.3 In relation to the Diocese

- a) to recognize the authority of the Bishop in relation to the provision of education in the Diocese;
- b) to work where required with Diocesan Authorities.

5.4 In relation to parents and those with parental responsibility.

Work with the Headteacher and Leadership Group in:

- a) building an effective partnership between the school and parents recognizing them as the first educators of their children;
- b) promoting understanding of the mission, aims and ethos of the school through provision of regular information to parents about:
 - The progress of their children;
 - The school curriculum;
 - Other matters relating to teaching methods and organization;
 - Opportunities for dialogue between parents and staff and for their involvement in the wider life of the school.

5.5 In relation to National Government, the Local Education Authority and as directed by the Headteacher and Leadership Group to cooperate with officers and support services; this to include inspection, monitoring and evaluation of the school.

5.6 In relation to other schools, universities, colleges and educational bodies

Work with the Headteacher and Leadership Group:

- a) by promoting continuity of learning, progression of achievement and curriculum development;
- b) by arranging for effective transfer and induction of pupils;
- c) by maintaining effective liaison;
- d) by maintaining effective relationships with other schools, and especially with other Catholic schools in matters of common concern;
- e) by providing training and work experience placements for school, university and college students as appropriate and in accordance with school policy.

KEY AREA OF RESPONSIBILITY

6. School Specific Responsibilities

TBA

To sustain and develop further their expertise as a post-threshold teacher: (if appropriate)

7. Threshold Standards

1. KNOWLEDGE AND UNDERSTANDING

A thorough understanding and up-to-date knowledge of the teaching of their subject(s) and take account of wider curriculum developments which are relevant to their work.

To have:

- a) A sound and up-to date knowledge of good practice in teaching techniques.
- b) A subject/specialism in sufficient depth to teach effectively.
- c) An awareness of curriculum developments in Keystages other than own.
- d) Taken into account relevant national strategies eg. Literacy, Numeracy, ICT and used them appropriately in his/her teaching.

2.1 TEACHING AND ASSESSMENT - PLANNING LESSONS

Consistently and effectively plans lessons and sequences of lessons to meet pupils' individual learning needs.

To have:

- a) Knowledge of pupils' learning needs to plan lessons and sequences of lessons for groups and individuals.
- b) Communicated learning objectives clearly to pupils.
- c) Used homework and other learning opportunities outside the classroom.

2.2 TEACHING AND ASSESSMENT - CLASSROOM MANAGEMENT

Consistently and effectively use a range of appropriate strategies for teaching and classroom management.

To continue to:

- a) Instigate effective lesson structures, organisation, teaching strategies which motivate pupils and enable them to make progress.
- b) Promote positive targeted support for pupils' particular learning needs.
- c) Promote high levels of behaviour and discipline.
- d) Efficiently and creatively use time and resources (including support staff and other adults).

2.3 TEACHING AND ASSESSMENT - MONITORING PROGRESS

Consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.

To continue to:

- a) Evaluate progress in relation to national, local and school targets.
- b) Set realistic and challenging targets for improvement.
- c) Use assessment information to monitor pupils' progress and appropriately structure teaching approaches.
- d) Use assessment information to report clearly (to pupils, parents, other staff) and in detail on progress achieved and action required.

3 PUPIL PROGRESS

Pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally.

To ensure that:

- a) Pupils continue to make good progress.
- b) Effective systems are utilised for monitoring progress.

4.1 WIDER PROFESSIONAL EFFECTIVENESS - PERSONAL DEVELOPMENT

Take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning.

To continue to:

- a) Independently pursue opportunities for professional development to improve her teaching and pupils' learning.
- b) Effectively use the outcomes.
- c) Disseminate the information to professional colleagues.

4.2 WIDER PROFESSIONAL EFFECTIVENESS - SCHOOL DEVELOPMENT

Make an active contribution to the policies and aspirations of the school.

To continue to:

- a) Contribute to the School Improvement Plan and ensure it's implementation via effective subject co-ordination.
- b) Contribute to the implementation of school policies.
- c) Promote pupils' understanding of the wider aspirations and values of the school.

5 PROFESSIONAL CHARACTERISTICS

Effective professionals who challenge and support all pupils to do their best

To continue to:

- a) Inspire trust and confidence in pupils and colleagues.
- b) Build team commitment with colleagues and in the classroom.
- c) Engage and motivate pupils - have clear expectations, create interesting learning opportunities and encourage pupils to learn.
- d) Think analytically and plan lessons on the basis of analysis of pupil performance.
- e) Take positive steps to improve the quality of pupils' learning - anticipating difficulties, resolving problems, improving resources.

6 UPS3 (If appropriate)

To ensure that he/she:

plays a critical role in the life of the school; provides a role model for teaching and learning, makes a distinctive contribution to the raising of pupil standards and contributes

effectively to the work of the wider team; takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

This job description will be reviewed annually, as part of the performance management process. A review may be initiated at any other time by either the post-holder or the Headteacher.

Signed: _____