



St. Osmund's Catholic Primary School

Job Description for: KS1 CLASS TEACHER - MPS

St. Osmund's Primary School Mission Statement:

"To nurture each child to fulfil their academic, spiritual, moral and physical potential and to show our faith by the way we live."

To support the Catholic ethos of the school and the school's mission statement

Class Teacher Responsibilities:

The class teacher is responsible for the education and welfare of the children in accordance with the requirements of Conditions of Employment of School Teachers. The class teacher will also share in the corporate responsibility for the well-being and discipline of all pupils in St Osmund's Catholic Primary School.

The purpose of this teaching role is to provide high quality teaching, effective assessment and imaginative lesson planning/ use of resources, thereby motivating children and leading to a good standard of learning and achievement for all.

Specific Responsibilities:

In accordance with the school's policies and under the direction of the Head Teacher.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

General duties:

The education and welfare of pupils in accordance with the requirements of the Conditions of Employment of School Teachers, having due regards to the requirements of the National Curriculum the school's aims, objectives and scheme of work, and policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all pupils.

To accept and teach the values and practice of the Catholic Christian faith in ways appropriate to the understandings of the children and in accordance with school policy. The teacher does not have to be a Catholic but empathy with the Christian Ethos and the aims of our school is essential.

Professional Attributes

Relationships with children and young people

Cooperates as a member of a teaching team to plan an instructional program that meets the individual needs, interests and abilities of students.

To have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

Communicate effectively with children, young people, colleagues and all stakeholders.

Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Have a commitment to collaboration and co-operative working where appropriate: Personal and professional development.

Evaluate their performance and be committed to improving their practice through appropriate professional development.

Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

Act upon advice and feedback and be open to new ideas.

Professional knowledge and understanding

Teaching and learning

Have a good, up to date understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

Know a range of approaches to assessment, including the importance of formative assessment.

Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and Curriculum

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

English, Maths and IT

Know how to use skills in English, Maths and IT to support their teaching and wider professional activities.

Achievement and diversity

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Know the local arrangements concerning the safeguarding of children and young people.

Know how to identify potential child abuse or neglect and follow safeguarding procedures.

Know how to identify and support children and young people whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

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

Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their age and context.

Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.

Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

To be reflective and review teaching and learning.

Review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary.

Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

Learning environment

Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

Make use of the local arrangements concerning the safeguarding of children and young people.

Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.

Team Working and Collaboration

Work as a team member and identify opportunities for working with colleagues, managing shared workloads where appropriate and sharing the development of effective practice.

Makes provision for being available to students and parents for education-related purposes beyond the school day when required or requested to do so under reasonable terms.

Strives to maintain and improve professional competence.

Attends staff meetings, learning community meetings, and serves on staff committees as required. Attends a few PTA functions over the year.

Carries out other duties as may be assigned by the Head teacher or Assistant Head teachers.

GENERAL

Other Duties - The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.

Equal Opportunities - The postholder is required to carry out the duties in accordance with Council Equal Opportunities policies.

Health and Safety - The postholder is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.

All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.