ST JOSEPH’S CATHOLIC HIGH SCHOOL BUSINESS AND ENTERPRISE COLLEGE

**TEACHER JOB DESCRIPTION**

**Catholic Nature of the School;**

There is an expectation that all staff up hold and support the Catholic nature of the school in all aspects of school life.

**Curriculum development**; The post of Performing Arts Teacher requires that this new area of the curriculum will be developed with the Faculty leader, not just for the curriculum but through extra -curricular activities. In addition to this you will be required to work with feeder Primary students developing the Arts.

You will coordinate all the peripatetic teaching and line manage the staff.

**Specialism**: St Joseph’s is a Business and Enterprise College and there is an expectation that all Teachers play a big role in embedding the specialism in to their subject area under the guidance of their head of Department.

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| Professional Attributes | Relationships with children and young people. |

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| **C1** | 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 and respectful, trusting, supportive and constructive relationships with them |
| **C2** | Hold positive values and attitudes and adopt high standards of behaviour in their professional role |

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|  | Consistently and effectively plan lessons and sequences of lessons, to meet pupils’ individual learning needs. |

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| **2.1a** | Derive your planning from the school’s agreed schemes of work or long term planning and the relevant aspects of the National Curriculum. |
| **2.1b** | Identify record and communicate learning objectives for lessons and sequences of lessons. |
| **2.1c** | Take account of the needs of individual pupils, groups or classes in your planning. |
| **2.1d** | Demonstrate progression in pupils’ acquisition of knowledge, skills and understanding in your planning of sequences of lessons. |
| **2.1e** | Make effective use of homework and other opportunities for learning outside of the classroom. |

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| **STANDARD 2.2** | **Consistently and effectively use a range of appropriate strategies for teaching and classroom management.** |

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| **2.2a** | Understand and apply effective lesson structures, classroom organisation, teaching strategies and methods appropriate to motivate different pupils and groups of pupils. |
| **2.2b** | Use a range of strategies to ensure that there is appropriate pace and challenge in lessons for all pupils. |
| **2.2c** | Manage efficiently and creatively the full range of resources available, including adults other than teachers. |
| **2.2d** | Provide positive and targeted support for any pupils with particular learning needs. |
| **2.2e** | Set clear expectations for maintaining appropriate learning behaviour. |
| **2.2f** | Maintain high levels of behaviour and discipline, dealing promptly and effectively with misbehaviour and bullying. |

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| **STANDARD 2.3** | **Consistently and effectively use information about prior attainment to set well-grounded expectations for pupils, and monitor progress to give clear and constructive feedback.** |

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| **2.3a** | Regularly evaluate the progress of pupils in relation to their prior attainment. |
| **2.3b** | Use analysis of data from internal school assessments and National Curriculum assessments to plan lessons and sequences of lessons. |
| **2.3c** | Use local and national comparative school data together with information about prior attainment to establish benchmarks and set targets for improvement. |
| **2.3d** | Report to colleagues on the progress of an individual, group or class, e.g. when changing classes. |
| **2.3e** | Monitor the progress of pupils through the continuous assessment of attainment against the learning outcomes set. |
| **2.3f** | Provide constructive, formative and summative feedback to pupils. |
| **2.3g** | Report to parents on the progress achieved by their child and the action required for further improvement. |
| **2.3h** | Liaise and work effectively with other professionals and agencies involved in the assessment and provision for pupils’ needs, e.g. educational psychologist and SENCO. |

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| **STANDARD 3** | **As a result of your teaching, your pupils achieve well in relation to their prior attainment, making progress as good as or better than similar pupils nationally.** |

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| **3a** | Demonstrate that all pupils make appropriate and consistent progress against their prior attainment. |
| **3b** | Develop pupils’ literacy, numeracy and ICT skills though all subject teaching. |
| **3c** | Demonstrate that the level of pupils’ progress is as good as or better than local or national pupil performance in similar settings. |
| **3d** | Demonstrate that pupils of different background, behaviour and / or ability make appropriate progress. |

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| **STANDARD 4.1** | **Take responsibility for your own professional development and use the outcomes to improve your teaching and pupils’ learning.** |

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| **4.1a** | Participate in and engage with school and/or external INSET and professional development activities. |
| **4.1b** | Demonstrate improvement in your teaching and pupils’ learning as a result of professional development. |
| **4.1c** | Share the outcomes of professional development with colleagues. |
| **4.1d** | Use the opportunity of changing duty, role or responsibility to develop further professional expertise. |
| **4.1e** | Take action as a result of feedback and identified development needs. |

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| **STANDARD 4.2** | **Make an active contribution to the policies and aspirations of your school.** |

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| **4.2a** | Implement school policies and procedures consistently. |
| **4.2b** | Make an identifiable contribution to the development of school policy and practice. |
| **4.2c** | Ensure your work contributes to the school’s ability to meet its aims, vision and values. |
| **4.2d** | Contribute to team, departmental or school improvement planning. |
| **4.2e** | Demonstrate that your work contributes to the progress made by the school in achieving its priorities for development. |

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| **STANDARD 5** | **Professional characteristics – how you are an effective professional who challenges and supports all pupils to do their best.** |

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| **5a** | Provide challenge and support to all pupils. |
| **5b** | Inspire trust and confidence in pupils. |
| **5c** | Build team commitment amongst pupils and with colleagues. |
| **5d** | Engage and motivate pupils to do their best. |
| **5e** | Demonstrate analytical thinking in your work. |
| **5f** | Demonstrate positive action to improve the quality of pupils’ learning. |

Reviewed February 2018