St John Evangelist
Catholic School

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JOB DESCRIPTION

POST: Main scale Professional Grade Teacher **GRADE:** M1-M6

RESPONSIBLE TO: Headteacher **SERVICE AREA:** Education

SECTION: St John Evangelist Catholic Primary School

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all time work within the framework provided by the School's Policy statements to fulfil the general aims and objectives of the School Development Plan.

The post holder candidate will agree major objectives with the Headteacher. These objectives will include:

1. Achieving the highest possible standards of Education for pupils in the allocated class.

2. The creation and development of whole school policies and programmes to meet the needs of pupils and to improve the level of achievement in the area of responsibility across the school.

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

PRIMARY JOB FUNCTION

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

To ensure the highest possible of standards of education of the pupils for whom the teacher has class/group responsibility – socially, emotionally, physically, intellectually and aesthetically.

To promote and support the Catholic ethos of the school.

LIAISON AND CO-OPERATION

The teacher will work in liaison, contact and co-operation with:

- The Catholic Education Service in the Archdiocese of Westminster;
- The parish of St John the Evangelist;
- Other members of staff;
- Members of the Local Authority support and advisory services;
- Organisations and networks relevant to the teacher's specialism or subject;
- Parents, governors and the local community.

POLICY AND LEGAL FRAMEWORK

The teacher will work within the framework of:

- National legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the current School Teachers' Pay and conditions Act

- School policies and guidelines on the curriculum and school organisation;

- LEA policies and guidelines, in particular those relating to particular those relating to curricular aims and principles, and to race and gender equality.

MAIN DUTIES AND AREAS OF RESPONSIBILITY

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils and planning appropriately for their needs in collaboration with the Inclusion Co-ordinator.
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to:
    i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
    ii. Use effective questioning, listen carefully to pupils, give
    iii. Attention to errors and misconceptions
    iv. Select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- Contribute to the whole school's planning activities

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Take responsibility for safeguarding and promoting the welfare of children and young people.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with partner schools;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors.

PERSONAL SPECIFICATION

Area: Education		Section: St John Evangelist Catholic School
Designation: Main Professional Grade Teacher		Grade: M1 to M6
REQUIREMENTS		
QUALIFICATIONS AND EXPERIENCE		**A/I/T**
E1	Qualified Teacher Status (or pending if NQT) and evidence of appropriate subsequent in-service training.	
E2	GCSE or equivalent English and mathematics	
EXPERIENCE		
E3	Recent successful teaching experience or placements preferable across either Early Years, Key Stages 1 or 2 and in at least one inner city multi-cultural school.	
E4	Proven experience of high standards of primary classroom practice.	
KNOWLEDGE AND SKILLS		
E5	Support the ethos of our Catholic school	
E6	Set high expectations which inspire, motivate and challenge pupils.	
E7	Promote good progress and outcomes for pupils.	
E8	Demonstrate good subject and curriculum knowledge	
E9	Plan and teach well structured lessons	
E10	Adapt teaching to respond to the strengths and needs of all pupils	
E11	Make accurate and productive use of assessment	
E12	Manage behaviour effectively to ensure a good and safe learning environment.	
E13	Fulfil wider professional responsibilities	
E14	Evidence of communicating effectively orally and in writing, giving clear instructions	
E15	IT literate	
EQUAL OPPORTUNITIES		
E16	Evidence of commitment to Equal Opportunities both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way	
OTHER QUALITIES		
E17	Positive working with a range of professionals	
E18	Can initiate, develop and implement new ideas	
E19	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	
	E = Essential D = Desirable	
Assessed by: A = Application I = Interview T = Test		

Candidates should ensure that they address all of the above criteria in their application form referring where appropriate to actual experience.