



**POST:**

Main Scale Classroom Teacher

**PURPOSE:**

- Provide opportunities for spiritual and moral development through prayer, liturgy and shared experience;
- Encourage a quest for knowledge and use it in the service of others;
- Strive for the highest standards of academic, sporting and artistic achievement;
- Provide a safe, tolerant, stimulating environment where individuals feel valued and their talents encouraged.

**Reporting to:** Subject / faculty leader

**Professional Standards**

- Play a full part in the life of the school to promote and sustain the aims and distinctive ethos of the school as defined in the staff code of conduct and school prospectus, modelling its values and mission.
- Set a good example in terms of professional dress and appearance, punctuality and attendance.
- Uphold the school's behaviour policy, uniform regulations, classroom codes and code of conduct in a consistent, firm and non-confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas.
- Take responsibility for personal development and progression, making full use of the school's professional development opportunities and training.
- Attend meetings as appropriate, contributing actively whenever possible.

**Teaching and Learning**

- Create a culture of achievement in the teaching groups and showing a keen interest in the learning of every student.
- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum.
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that lessons are based on clear learning objectives and that all students make effective progress.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels using prior achievement data.
- Set work for students absent from lessons in line with the school's policies.
- Work towards or maintain the teaching standards applicable.



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### **Assessment, Recording & Reporting**

- Maintain rigorous and accurate records, including students' attainment, attendance, set homework and outline lesson plans.
- Mark and return work (in line with the department's marking and assessment policy) on a regular basis. Marking should include feedback for improvement and progress for each student.
- Provide assessment reports when periodically required within the school's assessment cycle as well as providing additional information regarding specific students when requested.
- Ensure that suitably differentiated material and learning pathways are provided to challenge all students at the appropriate level, regardless of their ability.
- Assist the Subject Leader in carrying out suitable evaluation and analysis of examination results and performance at the beginning of the academic year and agreeing corrective actions resulting from the evaluation and analysis.
- Liaise with parents on students' progress using the school ICT system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs liaising with the relevant staff.

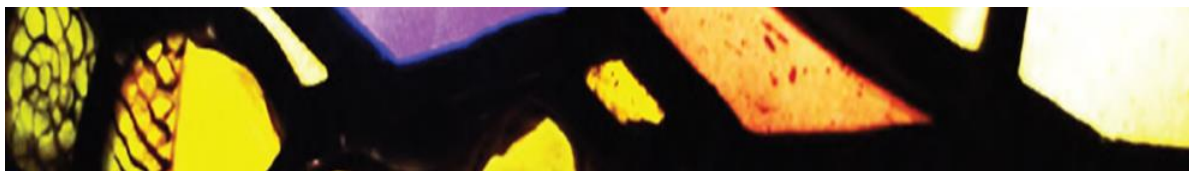
### **Form Tutor**

- Build relationships with all students and be available when needed to listen and offer support and encouragement.
- Participate in activities such as Christmas parties that create social cohesion within the year group.
- Support the spiritual development of students and co-ordinate form group liturgies and assemblies.
- Monitor the academic progress of each learner using data and alert relevant subject staff and/or the Head of Progress if there are any areas of concern.
- Maintain high standards within the Form Class including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour.
- As part of a Student Learning Team to provide relevant support to learning through contributing to and delivering a coherent and relevant Core Studies Programme.
- To have an up-to-date knowledge of the pathways open to students to be able to provide them with effective guidance.
- Ensure the accuracy of registers and collect absence notes.
- Monitoring student attendance and working with the Head of Progress to improve it.
- Disseminate school information, including timetables, and messages from other staff.
- Manage report/review procedures, checking accuracy, relevance and consistency of reports.
- Attend events to promote the learning of the year group such as Parents' Evenings and Tutor Days
- Make routine contact with parents in liaison with the Head of Progress

### **SALARY/GRADE:**

NQTS, MPS and UPS teachers are welcome to apply

**This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties of the level of**



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responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

### St Benet Biscop Person Specification for a Main Scale Classroom Teacher

The Directors are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

Attributes	Essential	Desirable	Assessment Methods
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Successful completion of a Teaching Qualification</li> <li>Recent successful teaching where applicable</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of the 'Students into School' Course.</li> <li>Experience of working with young people</li> </ul>	a, l, r, s
<b>Education / Training</b>	<ul style="list-style-type: none"> <li>Degree</li> <li>QTS</li> <li>Confident use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Catholic Teachers Certificate</li> <li>Further degree / relevant qualification</li> <li>Evidence of relevant CPD where applicable</li> </ul>	a, l, r, s
<b>Specialist knowledge and skills</b>	<ul style="list-style-type: none"> <li>Excellent classroom management</li> <li>Understanding of how ICT can be used to impact on learning and monitor progress</li> <li>A commitment to developing effective teaching and learning in their subject</li> <li>An effective communicator</li> <li>Good time-management skills</li> </ul>	<ul style="list-style-type: none"> <li>A clear vision of teaching and learning in the 21<sup>st</sup> Century</li> </ul>	a, i, l, r, s
<b>Interests</b>	<ul style="list-style-type: none"> <li>A willingness to provide enrichment activities for the students</li> </ul>		i, s
<b>Disposition</b>	<ul style="list-style-type: none"> <li>To actively promote the Catholic ethos of the school through liturgy</li> <li>Enthusiasm</li> <li>Approachable</li> <li>Solution focussed</li> <li>Ability to work as part of a team and support the</li> </ul>	<ul style="list-style-type: none"> <li>Interested in working with colleagues from other curriculum areas within school</li> <li>Interested in developing their career</li> </ul>	i, r



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	Subject Leader and Head of Progress <ul style="list-style-type: none"> <li>• Willingness to take the initiative</li> <li>• Ready to help all students in their Form Class to achieve the best possible standard</li> <li>• Willingness and flexibility to engage in new strategies</li> </ul>		
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Key to assessment methods;

- (a) Application Form
- (i) Interview
- (l) Lesson Observation
- (r) References
- (s) Supporting Statement