COLOMA CONVENT GIRLS' SCHOOL
Roman Catholic Voluntary-Aided Comprehensive Girls' School

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JOB DESCRIPTION FOR SUBJECT TEACHERS

CONDITIONS OF EMPLOYMENT AND GENERAL DUTIES

You are employed exclusively in the capacity of a teacher subject to and with the benefits of the conditions of employment as set out in the latest Conditions of Employment of School Teachers.

You will be responsible and accountable to the Headteacher. In addition you will have a Curriculum leader and a member of the Senior Leadership Team who is linked with your curriculum area to give support and guidance.

Coloma Convent Girls' School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

JOB PURPOSE

- **To carry out the professional duties of a teacher as circumstances may require and in accordance with School policies under the direction of the Headteacher.**
- **To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.**
- **To make a significant contribution to the vision and direction of Coloma, where innovative and inspirational learning for all is the core value.**

PLANNING

The teacher will:

- identify clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specify how these will be taught and assessed;
- set tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest and progression;
- set appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
- set clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
- identify and provide appropriately for pupils who have special educational needs, including specific learning difficulties, those who are very able, are not yet fluent in English or are 'looked after' children;
- know where to get help in order to
  - give positive and targeted support to all pupils;

- provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge for pupils;
- make effective use of assessment data on pupils' attainment and progress in planning future lessons;
- plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;
- ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study, where this is applicable.

TEACHING AND CLASS MANAGEMENT

The teacher will:

- ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time;
- monitor and intervene to ensure sound learning and discipline;
- establish and maintain a purposeful working atmosphere;
- set high expectations for pupils' behaviour; establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;
- establish a safe environment which supports learning and in which pupils feel secure and confident;
- use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged;
- be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEPs) and Action Plus;
- ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;
- evaluate their own teaching critically and use this to improve their effectiveness;

ASSESSMENT, RECORDING AND REPORTING

The teacher will:

- assess how well learning objectives have been achieved and use this data to target improvement in specific aspects of teaching;
- mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
- assess and record each pupil's progress systematically, by focused observation, questioning, testing and marking, and use these records to:
  - monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
  - check that pupils have understood and completed the work set;

- inform planning;
- check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;

- be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents;
- understand the expected demands on pupils in relation to courses in KS3, KS4 and KS5 as applicable;
- understand and know how national, local, comparative and school data, including National Curriculum test data, can be used to set clear targets for pupils' achievement.

KNOWLEDGE AND EXPERIENCE

The teacher will:

- have a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document;
- have established, during work in schools, effective working relationships with professional colleagues including, where applicable, support staff;
- set a good example to the pupils they teach, through their presentation and their personal and professional conduct;
- be committed to ensuring that every pupil is given the opportunity to achieve their potential;
- understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach;
- understand their professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying;
- recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare;
- be aware of the role and purpose of school governing bodies.

The teacher will undertake any such other duties as may reasonably be required by the Headteacher.