



## St Vincent de Paul Catholic Primary School

### Job description and person specification

**Job title:** KS2 Class teacher

**Salary:** MPS1

**Contract type:** Full time fixed term appointment

**Reporting to:** Headteacher

At St Vincent de Paul Catholic Primary School, we expect that all teachers should meet the core standards as stated in the professional standards for teachers at the end of the induction period and continue to meet them throughout their teaching career, increasing levels of responsibility and expertise as indicated in the school career stage expectations document.

### Main purpose

#### The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- Meet and share the expectations of the Governing Board of St Vincent de Paul Catholic Primary School's commitment to safeguarding and promoting the welfare of children and young people. The successful candidate will be subject to stringent recruitment processes, including an Enhanced DBS (spent convictions must be declared), Disqualification by Association, Barring List and prove eligibility to work in the UK

### Duties and responsibilities

#### Teaching

- Foster high standards of learning and achievement across the curriculum for all pupils, regardless of background, ethnicity, gender, disability or any protected characteristic as defined in the Equality Act 2010
- Ensure effective learning of whole classes, groups and individuals so that learning objectives are met, momentum and challenge are maintained, and best use is made of learning time
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge

## **Whole-school organisation, strategy and development**

- Live out our mission 'Serving with Love, Striving for Excellence'
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Support the continuous development of Christian values within the school
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Take an active part in the school's system of self-review and development
- Use Balance (school's formative assessment system) to identify children at risk of not making progress and make adjustments to planning and intervention groups appropriately
- Create a stimulating, well-organised and purposeful learning environment, keeping classroom and shared areas tidy at all times
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

## **Health, safety and discipline**

- Promote the safety and wellbeing of pupils
- Maintain the good conduct and behaviour of the children both in the classroom and around school through the successful implementation of our school's behaviour policy. Manage behaviour effectively to ensure a secure and safe learning environment
- Work hard to ensure that everyone is safe from harm– safe from bullying, safe from someone who could abuse, safe from discrimination and safe from harassment – and that we all feel safe when we are in our school environment
- Support the continuous development of safeguarding and health and safety systems across the school

## **Professional development**

- Demonstrate a strong commitment to your own professional development including your participation in the school's performance management system
- Take part in further training and development in order to improve your own teaching
- Where appropriate, take part in the appraisal and professional development of others

## **Communication**

- Communicate effectively with pupils, parents and carers

## **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### Management of staff and resources

- Direct and supervise assigned support staff and, where appropriate, other teachers or professionals
- Use and manage resources effectively and efficiently

The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the Staff Code of Conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

## Class Teacher - Person Specification

### GUIDANCE:

Listed below are the criteria of the post of Classroom Teacher that are deemed to be either essential or desirable. Evidence will be obtained either from Application Form and Letter **(A)** Interview **(I)** Reference **(R)**.

<u>AREAS OF ASSESSMENT</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<b>TRAINING AND QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status <b>(A)</b></li> <li>• Commitment to Catholic Education and the distinctive ethos of Catholic schools <b>(A/I)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Catholic Certificate of Religious Education <b>(A)</b></li> <li>• Clear evidence of further development <b>(A)</b></li> </ul>
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Pupil's educational development <b>(A/I)</b></li> <li>• The distinctive nature of the Catholic School <b>(A/I)</b></li> <li>• The central role of RE curriculum within the school <b>(A/I)</b></li> <li>• Effective teaching and learning strategies <b>(A/I/R)</b></li> <li>• Familiarity with, and ability to demonstrate knowledge of, recent and relevant safeguarding of children and the expected appropriate behaviours <b>(A/I/R)</b></li> </ul>	<ul style="list-style-type: none"> <li>• The school's role in the wider community <b>(A/I)</b></li> </ul>
<b>ATTITUDE</b>	<ul style="list-style-type: none"> <li>• To demonstrate a caring and nurturing attitude <b>(I/R)</b></li> <li>• To foster excellent working relationships <b>(A/I/R)</b></li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in Key Stage 2 <b>(A/I/R)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Working with and managing others within classroom setting e.g. Classroom Assistants <b>(I/R)</b></li> </ul>
<b>CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Good knowledge of the Key Stage 2 curriculum in particular</li> <li>• Up to date knowledge of curriculum development <b>(A/I)</b></li> <li>• Knowledge of assessment procedures and ability to relate them to curriculum planning <b>(I)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for a curriculum area <b>(I/R)</b></li> </ul>

