



St Saviour's Catholic Primary School

EYFS Class Teacher

Job Description

PAY SCALE: MPS 1-12.
ACCOUNTABLE TO: Headteacher & Governing body
RESPONSIBLE TO: Headteacher

The duties outlined in this job description are in addition to those covered by the latest Main Pay Range Teachers' Responsibilities¹ and set out in Appendix A: Sections 1 to 9) which supports our vision:

MAIN DUTIES AND RESPONSIBILITIES

1. Supporting the Catholic ethos, vision, values and aims of our school and contribute to the Catholic life of the school community it serves
2. Ensuring provision to the highest possible standards of teaching, learning, spiritual and moral development of the pupils in your charge.
3. Foster a learning environment and educational experience, that is fully inclusive and provides children with the opportunity to fulfil their individual potential
4. Undertake any additional responsibilities or duties reasonably directed by the Head teacher.

In addition to the duties and responsibilities of a Main Pay Range teacher if you are on the Upper Pay range, you will be required to take responsibility in other areas.

1. Be highly competent in all elements of the Teacher Standards (Appendix A)
2. Ensure that your achievements and contribution to the school are substantial and sustained
3. Ensure that you discharge the Accountabilities (Appendix A, Section 10-11).

This job description may be amended at any time following consultation with the Head teacher, and will be reviewed annually. Amendments will be recorded on Table 1.

¹ <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

1. Teaching responsibilities

1. Ensure the highest possible quality learning environment in the classroom which reflects the Catholic nature of the school and meets expected quality standards (internal and external).
2. Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating the National Curriculum requirements and in line with the curriculum policies, values and vision of the school.
3. Develop a stimulating classroom and school environment in which a child will learn, have sense of achievement, be motivated and feel secure and valued.
4. Provide a positive and safe learning environment, encouraging high standards in attainment, attendance, punctuality, presentation of work and relationships.
5. Set high expectations for pupil's behaviour and maintain a good standard of discipline through well focused teaching, managing pupil's individual needs and differences, fostering positive relationships and implementing the school's behaviour policy.
6. Use a variety of delivery methods appropriate to children's learning styles and the varying demands of the curriculum.
7. Facilitate, support and monitor the overall progress and development of all children within your area of responsibility, including those with special educational needs.
8. Ensure effective deployment of teaching support staff.
9. Provide constructive verbal and/or written feedback and set targets for further progress.
10. Assess and record each pupil's attendance, progress, development and attainment systematically in line with current school procedures and use the results to inform planning.
11. Affirm and encourage parents in their role as the first educators of their children and ensure effective communication with parents is maintained.
12. Frequently, positively evaluate your own teaching to consolidate strengths and improve effectiveness when appropriate.

2. Curriculum Responsibilities

1. Contribute to the development of the primary curriculum, teaching methods and learning opportunities.
2. Responsible for the co-ordination/leadership of an area of the curriculum (see specific duties below).
3. Supporting colleagues and using any expertise to assess and develop the quality of learning.
4. Monitor and evaluate learning within the curriculum area in line with the school's monitoring cycle. (this may include observations, work sampling, review etc).
5. Collate and analyse information relating to the standards achieved in an area of the curriculum.

3. General Duties

1. Communicate effectively with parents of pupils and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff.
2. Contribute to the personal, social, health and citizenship of pupils according to the school's policy.
3. Contribute positively to effective working relationships within the school.
4. Actively engage in performance management.
5. Contribute to the formulation and implementation of the school improvement plan and associated action plans, as appropriate.
6. Play a full part in the life of the school community and support it's ethos.
7. Follow and actively promote school policies.
8. Comply with all school policies including child protection and safeguarding procedures, health and safety policies (risk assessments) and current sen codes of practice
9. Actively pursue own personal and professional development and on-going formation
10. Be aware of your own wellbeing and the wellbeing of others and seek to retain a healthy balance in your professional and personal life.

4. Specific Duties and Responsibilities

Curriculum Leader

The development, promotion and coordination of designated subject(s) in accordance with the requirements of the National Curriculum and school policies in order to sustain motivation and secure improvement in teaching and learning.

Main duties include:

1. Develop, maintain and revise, when necessary the school's policy, plans and scheme of work in consultation with the Head teacher and colleagues
2. Attend coordinators meetings and courses.
3. Keep informed about current approaches to the teaching and learning
4. Advise colleagues through informal discussion/ advice/training.
5. Foster links with outside agencies – such as the LA and arranging support and INSET for the school.
6. Demonstrate expertise in curriculum area

7. Secure and sustain effective teaching of the subject, evaluate the quality of teaching and standard of pupils' achievements and identify targets for improvement.
8. Monitor and evaluate the effectiveness of planning to improve standards of achievement and progress throughout the school.
9. Audit and keep an inventory of resources available in the school
10. Advise on and submit requests for purchase of necessary resources available in the school.
11. Review, evaluate and revise Action plan(s) annually to inform the SDP

This should be read in conjunction with the school's Pay Policy which details the criteria for teachers on Main pay range.

NOTE:

The duties and responsibilities of this post may vary from time to time according to the changing demands of the school. This job description may be reviewed at the reasonable discretion of the Head teacher in the light of those changing requirements and in consultation with the post holder.

In any event the Head teacher reserves the right to review and amend the job description.

This job description and related documents provides the standards and framework for performance management which will be set under the school's performance management policy before, or as soon as practicable after, the start of each performance management period.

The targets set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The reviewer and reviewee will seek to agree the targets but, if that is not possible, the reviewer will determine the targets.

Targets may be revised if circumstances change. The targets set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education opportunities of students at the school. They will also inform an individual teacher's pay progression.

Table 1: Additional accountabilities/specific responsibilities

Section	Additional accountabilities/responsibilities
A	

Employee	Line Manager
Signed:..... ...	Signed:..... ...
Name:..... ...	Name:..... ...
Date:.....	Date:.....

APPENDIX A

1. Teaching

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3 Set and mark work to be carried out by the pupil in school and elsewhere, in accordance with the school's marking policy and schedule.
- 1.4 Participate in arrangements for preparing pupils for external examinations.

2. Whole school organisation, strategy and development

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure coordinated outcomes.
- 2.3 Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

3. Health, safety and discipline

- 3.1 Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the school's behaviour policy.

4. Management of staff and resources

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

- 5.1 Participate in arrangements for the performance management process and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- 6.1 Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2 Participate in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgement.

8. Professional behaviour

- 8.1 To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels.
- 8.2 To be professional, friendly, fair and firm with pupils, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- 8.3 To be friendly, helpful and welcoming to parents/carers and others visiting or making contact with the school.
- 8.4 To provide a good role model for pupils.
- 8.5 To support and uphold the aims, values and ethos of the school.
- 8.6 To maintain an appropriate and professional distance with pupils in more informal situations.
- 8.7 Use the school's positive behaviour policy to deal with pupil behaviour in a manner which is appropriate to the context.
- 8.8 To celebrate and praise the achievements of pupils and staff.
- 8.9 Not to behave towards pupils in a manner which is aggressive, intimidating or demeaning in any way.
- 8.10 Be smartly and professionally dressed.

9. Fulfil wider professional responsibilities

- 9.1 Make a positive contribution to the wider life and ethos of the school.

10. Upper Pay Range Accountabilities

- 10.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their effective implementation to impact upon pupil achievement.
- 10.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 10.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 10.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 10.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 10.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 10.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 10.8 Provide coaching and mentoring to other teachers or colleagues, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

11. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 11.1 Play a critical role in the life of the school including ability to act as Senior Teacher in charge.
- 11.2 Provide a role model for teaching and learning.
- 11.3 Make a distinctive contribution to the raising of pupil standards.
- 11.4 Contribute effectively to the work of the wider team.
- 11.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.
- 11.6 Take a key role in wider school development activities. Engage in critical developmental sessions with the Headteacher.
- 11.7 Adhere to the implication of any changes precipitated by wider school development activities within the appropriate time scales. Assist the Headteacher with planning for the impending

changes. This may include leading staff meetings, sections of development days and/or presenting to the Full Governing Body or the parental community.

Specific details of the accountabilities (e.g. the allocated curriculum and/or pupil development accountability under paragraph 2.2 above) should be recorded below and reviewed annually by the appraise.

