

CARDINAL NEWMAN CATHOLIC SCHOOL

JOB DESCRIPTION

JOB TITLE: Class Teacher

REPORTS TO: Headteacher

PURPOSE OF JOB

As an effective member of the staff team, ensure that all children at Cardinal Newman Catholic School receive a vibrant and relevant education, enabling them to achieve their highest possible standards.

PRINCIPAL ACCOUNTABILITIES

1. The contractual obligations laid on staff, in respect of the denominational character of the school, are that you will have regard to the Roman Catholic character of the school and not do anything in any way detrimental or prejudicial to the interests of the same. You will, if required, and at times appointed on weekdays for Religious instruction, give such instruction subject to the control of the Governors and under the immediate direction of the Headteacher. Such instruction shall be in the Holy Scriptures and the Doctrines of the Roman Catholic Church, in accordance with the principles and subject to the discipline thereof to the satisfaction of the Religious Inspector or other appointed representatives of the Diocese of Arundel & Brighton Schools Commission and shall be given to such children as entrusted to you. You will also be presented at such religious examinations of the children as may be directed to be held by the Governors.
2. Responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with.
3. Delivering and maintaining the effective implementation of school policies, schemes of work and related practice for all subjects but with particular emphasis on literacy and numeracy.
4. To oversee the continued care and welfare of pupils within your designated class.
5. To plan, prepare, deliver and assess lessons that enable each individual pupil to succeed.
6. To assist in building and maintaining positive relationships between parents, governors, the local community and the school.
7. To oversee the delivery of an effective curriculum throughout the school leading to high expectations and standards.

8. To complete a successful NQT Induction year. (If applicable)
9. To be aware of health and safety issues and work within the guidelines of the Health and Safety Policy.

GENERIC RESPONSIBILITIES

1. Responsibilities carried by all teachers in the school to comply with the School Teachers Pay and Conditions (published annually), with particular reference to the Teachers' Standards.
2. Catholic School (CES) contractual obligations outline expectations regarding support for the school's essential ethos.
3. Expectations regarding the role for all Form Tutors are contained in the school handbook.
4. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

ADDITIONAL CONTRACTUAL ACCOUNTABILITIES

1. The form and wording of the contract will reflect that this is a Voluntary Aided Roman Catholic Church School, which is conducted in accordance with the rites, practices and traditions of the Roman Catholic faith. As such, the school is a living and caring community of faith, an extension of the home and an integral part of the Roman Catholic Community. The Governing Body, who are the employers of all staff in the school, have overall responsibility for safeguarding the school's distinctive Roman Catholic character.

The list of duties in the job description should not be regarded as exclusive or exhaustive.

There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Governors reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.