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**Thorneyholme R.C. Primary School  
Class Teacher Job Description**

Job title: Class Teacher (MPS 1- 6)

Responsible to: The Headteacher and Governing Body

## **1. Introduction**

1.1 This appointment is with the Governors of the school under the terms of the Catholic Education Service contract signed with the Governors as employers. The Governors will seek to appoint a teacher who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.

1.2 The appointment is subject to the current conditions of service for teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

1.3 This job description may be amended at any time, following consultation between the Headteacher and the teacher, and will be reviewed annually.

1.4 All staff have a responsibility to safeguard and promote the welfare of all children. If any teacher suspects that a child in his/her class may be a victim of abuse, they will immediately inform the named person about their concerns verbally and in writing. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. Concerns reported to the designated member of staff may require further action. At all times, underpinning every aspect of professional life in this school, the Governing Body of Thorneyholme Roman Catholic Primary School expect all staff to uphold the school Safeguarding Policy. Staff are expected, at any time, to speak to the Headteacher or a DSL (and the Chair of Governors in the case of the Headteacher) if there are any concerns regarding the conduct of any member of the school workforce. This statement must be borne in mind when observing the main responsibilities outlined in the following section 2.

## **2. Main responsibilities**

### **2.1 To set high expectations which inspire, motivate and challenge pupils**

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards of the school.
- In setting targets, take into account cohort targets and how these will be met.



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- In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions.
- Actively support the Catholic ethos of the school in relationships with children, colleagues and parents, both in class and around the school.

## **2.2 Promote good progress and outcomes by pupils**

- Set an example in all aspects, share good practice, and support other colleagues in maintaining the standards.
- Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make good progress.
- Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils for both class and cohort.
- Demonstrate, through self-review, an effective evaluation of the impact of teaching.
- Demonstrate in depth knowledge of how children learn and adapt teaching accordingly.
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to work.
- Engage with colleagues in review and evaluation of cohort progress and attainment.
- Actively promote parental involvement and initiate opportunities to involve them.
- Lead on subject development through staff training or INSET.
- Provide quality, accurate, professional reports (verbal and written) for parents.

## **2.3. Demonstrate good subject and curriculum knowledge**

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards. Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching. Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the school.
- Effectively carry out a subject leadership role/roles from MPS2 upwards.
- Know the strengths and areas for development in leading a subject and bring about improvement through action planning.
- Take responsibility for own CPD, keeping abreast of changes/ developments across a range of subjects and leading improvement within an area of responsibility.
- Evaluate own subject leader performance in terms of impact on teaching and learning.

## **2.4. Plan and teach well-structured lessons**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.



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- Consistently teach lessons which are good or outstanding and which include any agreed 'non-negotiables'.
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated.
- Be systematic in evaluating learning within and across a sequence of lessons.
- Actively engage parents in their children's learning.
- Facilitate the views of children and parents on learning.
- Work effectively as part of a team, ensuring consistency across year groups.
- Take a significant role in collaborative planning when required.
- Recognise own accountability for curriculum provision within the class and the quality of learning.

#### **2.5. Adapt teaching to respond to the strengths and needs of all pupils**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Ensure that teaching is consistently good and outstanding.
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals.
- Initiate strategies to engage parents in their children learning, especially hard to reach parents or those whose first language is not English.

#### **2.6. Make accurate and productive use of assessment**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment.
- Be aware of local and national data when evaluating expectations and performance.
- Use school data effectively to track progress and set challenging targets.
- Be highly competent in marking and providing feedback to pupils.
- Establish strategies to encourage children to respond to feedback.
- Engage fully in moderation activities as required and initiate moderation activities with colleagues.

#### **2.7. Manage behaviour effectively to ensure a good and safe learning environment**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.



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- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning.
- Be aware of local and national data when evaluating expectations and performance.
- Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom.
- Keep parents well informed and work effectively with them to bring about improvement where necessary.
- Inspire children's respect and form positive relationships.

## **2.8. Fulfil wider professional responsibilities**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be proactive in supporting the Catholic ethos of the school.
- Be positive and encouraging in times of change.
- Generate respect from colleagues through highly effective professional working and supportive relationships.
- Show full cooperation and support for colleagues managing development or change.
- Form highly effective relationships with children that generate respect, confidence and high self-esteem
- Form highly effective relationships with parents through, for example, good communication, listening to and acting upon concerns, providing professional guidance in respects to all aspects of school life.
- Recognise responsibility and accountability for the effective deployment of support staff within the teaching team.
- Liaise with the Leadership and Management Team to ensure that support staff have the key skills they need to work effectively.
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence.
- Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement.
- Support the school parish partnership by attending sacramental and parish events when necessary.