



Job Description Template – Class Teacher

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

Reporting to: The Headteacher / SLT Responsible for: The deployment and supervision of learning support assistants Job purpose

The purpose of this teaching role is to provide high quality teaching, effective assessment and imaginative lesson planning / use of resources, thereby motivating children and leading to a high standard of learning and achievement for all.

To accept and teach the values and practice of the Catholic Christian faith in ways appropriate to the understandings of the children and in accordance with school policy. The teacher does not have to be a Catholic but empathy with the aims of the school is essential.

Key Accountabilities

- To maintain consistently high standards in relation to all aspects of the Teachers' Standards
- Coaching and mentoring other members of staff
- Demonstrate effective practice and help others to evaluate the impact of their teaching on children's' achievement
- Contributing significantly to implementing workplace policies
- Be a role model for children and other staff
- Make a significant contribution to school development
- Make a significant contribution to the wider aspects of school life

Main Duties

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- 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 (within the school and across the Xavier CET and parents, both in class and around the school)



2. Promote good progress and outcomes by pupils • To be

accountable for pupils' attainment, progress and outcomes

- To be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- To guide pupils to reflect on the progress that they have made and their future needs
- Use data effectively, set challenging targets for all pupils
- 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 their work
- Actively promote parental involvement and initiate opportunities to involve them

3. Demonstrate good subject and curriculum knowledge

- To have a secure knowledge of the relevant subject and curriculum areas (including phonics, mathematics and the high standards of literacy and correct use of standard English)
- To demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Take responsibility for own CPD, keeping abreast of changes/developments across a range of subjects
- Provide professional reports (verbal or written) to parents, indicating progress, attainment and targets for improvement

4. Plan and teach well-structured lessons

- To impart knowledge and develop understanding through effective use of lesson time
- To promote a love of learning and children's intellectual curiosity
- Consistently teach lessons that are good or outstanding
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated
- Set home learning and other out of class activities that will consolidate and extend the knowledge and understanding pupils have acquired
- Be systematic in evaluating learning within and across a sequence of lessons
- Plan effectively as part of a team, ensuring consistency across a year group
- To contribute to the design and provision of an engaging curriculum

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

- Know when and how to differentiate appropriately
- Ensure that teaching is consistently good and outstanding
- Demonstrate how teaching has been adapted to accommodate the needs of different groups and individuals



6. Make accurate and productive use of assessment

- To make use of formative and summative assessment to secure pupils' progress, including statutory assessment
- Be aware of local and national data when evaluating expectations and performance
- Use the school data programme (Target Tracker) effectively to track progress and set challenging targets
- Implement the school marking policy and give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Engage fully in moderation activities as required and initiate moderation activities with year group and Xavier CET colleagues

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

- To embed the school's behaviour policy and encourage all pupils to follow the school's behaviour rules
- To have high expectations of behaviour and use a wide range of strategies, using praise, sanctions and rewards consistently and fairly
- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning
- Keep parents well informed and work effectively with them to bring about improvement where necessary
- To maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Be proactive in supporting the Catholic ethos of the school
- Be positive and encouraging during times of change
- Develop highly effective professional, working and supportive relationships with colleagues
- To communicate effectively with parents including writing accurate, professional midyear and end of year reports
- To deploy support staff effectively
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Code of Conduct

The School expects all staff to ensure that their standards of conduct are, at all times, compliant with the Xavier CET: Code of Conduct for Employees and the school handbook.



Class Teacher: Person Specification

Training & Qualifications

1. Qualified Teacher Status
2. Evidence of continuing and recent professional development relevant to the post
3. Satisfactory DBS enhanced clearance.

Knowledge and Understanding

1. Understanding of Safeguarding responsibilities in schools and collaboration with parents, outside agencies.
2. Have a thorough and up to date knowledge of a range of teaching, learning and behaviour management strategies and how to implement them effectively
3. Understanding and knowledge of the National Curriculum
4. Know how to use assessment data to raise the achievement of all pupils
5. Be a confident and competent user of IT.

Experience (desirable)

1. An outstanding classroom practitioner or potential to become one
2. Experience of teaching in a Primary school setting
3. Experience of working with a range of children with different abilities, in an inclusive environment.

Aptitude and Skills

1. Commitment to the values of Catholic education and working in a Trust.
2. Ability to provide a stimulating learning environment
3. Ability to prioritise and manage time effectively
4. Have excellent communication skills – written and verbal
5. Ability to judge when to make decisions and when to consult with others, including outside agencies and the Trust central team/ colleagues from across the Trust
6. Ability to prioritise and manage your own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for others
7. Excellent interpersonal skills including good written and oral communication skills
8. Commitment and enthusiasm for teaching
9. Commitment to inclusion and raising the standards for all
10. Resilience and pragmatism mixed with a sense of humour, creativity and commitment to team working.