



## JOB DESCRIPTION

<b><u>POST TITLE:</u></b>	<b>Class teacher</b>
<b><u>GRADE:</u></b>	<b>A/C</b>
<b><u>REPORTING RELATIONSHIP:</u></b>	<b>Assistant Principal – Progress and Maths Lead</b>

Each **class teacher** is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. This job description may be modified by the Head Teacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

To carry out such appropriate duties as may be reasonably directed by your Head Teacher, from those described in part XII of the School Teachers' Pay and Conditions Document, 2006, or the equivalent provisions of successor documents. All paragraphs, 76.1 to 76.12 apply, however.

### **OTHER DUTIES/RESPONSIBILITIES:**

1. To have a commitment to the agreed whole school vision and values as published in the school prospectus. To positively promote and contribute to the team ethos of the Academy.
2. To plan, prepare and implement an appropriate programme of work for the student which:
  - takes account of each child's individual needs through differentiation of expectations/task.
  - considers the needs of the child in all aspects of development.
  - fulfils the National Curriculum requirements.
  - is in line with whole school policies.
  - motivates the student to learn independence and self confidence
  - have an awareness of decisions made by the Government, LA, Governing Body and Support Agencies
  - has a commitment to first hand experience/curriculum enrichment and the celebration of student contributions.
3. To assess and evaluate the student's work and provide pupil profiles/records of achievement which:
  - are in line with the National Curriculum requirements.
  - enable the tracking and monitoring of progress and inform the setting of annual targets.
  - form the basis of professional dialogue with: Colleagues; Parents; Support Agencies; Link Schools etc.
  - are filed and available (on request) to parents.
4. To ensure that all students within the class have equal access to the experiences and opportunities provided.
5. To take an active part in meetings/working groups relevant to the age range that you are teaching.

6. To actively promote and implement whole school policies.
7. To have high expectations of the student in work, attitude and behaviour.
8. To have pastoral care of the teaching group, within the school ethos, by:
  - being a good role model for the student in all personal qualities.
  - fostering the positive self-image of each child through praise and encouragement.
  - respecting each child and ensuring that each child develops through praise and encouragement.
9. To relay any concern to the Principal.
10. To continue personal and professional development.
11. This post has a high level of contact with, and responsibility for, student.
12. To safeguard and promote the welfare of students for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
13. Any other tasks as may be reasonably requested by the Head of School.
14. To carry out your duties with full regard to the Academy's Equality Policy and Race Equality Scheme.
15. To comply with Health and Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY POLICIES, INCLUDING THE NO SMOKING POLICY.**

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE ACADEMY.*

St Michael's Catholic Academy is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment.

**PERSON SPECIFICATION – CLASSROOM TEACHER**

<b>ESSENTIAL</b>				<b>DESIRABLE</b>		
	<b>Criteria No.</b>	<b>ATTRIBUTE</b>	<b>Stage Identified</b>	<b>Criteria No.</b>	<b>ATTRIBUTE</b>	<b>Stage Identified</b>
<b>Qualifications &amp; Education</b>	E1	Qualified Teacher Status (QTS)	AF/C	D1	Degree or equivalent with at least 2 years teaching experience	AF/C
<b>Experience &amp; Knowledge</b>	E2	Knowledge of structure and content of National Curriculum	AF/I/R	D2	Qualified class teaching experience in Secondary School	AF/I/R
	E3	Understanding & knowledge of current educational issues	AF/I/R	D3	Experience of working in Key Stages 3 and 4	AF/I/R
	E4	A clear vision and understanding of the needs of students within a Secondary school, including special needs	AF/I/R			
	E5	Experience of working successfully and co-operatively as a member of a team in a school	AF/I/R			
	E6	Evidence of commitment to raising achievement	AF/I/R			
<b>Professional Development</b>	E7	Attendance at recent and relevant training within the last two years	AF/I/R	D4	An active interest in staff development and willing to fully participate	AF/I/R
<b>Skills</b>	E8	Ability to communicate both orally and in writing to a wide range of audiences	AF/I/R			
	E9	IT Literate, capable of using MS Word/Excel and office packages	AF/I/R			
	E10	Ability to communicate effectively in Curriculum management – planning, delivery and assessment	AF/I/R			

	E11	Ability to demonstrate an understanding of curriculum planning, delivery and assessment	AF/I/R			
<b>Personal Attributes</b>	E12	A committed, enthusiastic and hard working disposition	I/R	D5	Flexibility and adaptability in order to be able to work across age ranges and to mix and work with a wide range of people	AF/R/I
	E13	A caring and sensitive attitude towards pupils and parents	I/R			
	E14	High expectations of pupil's achievements	I			
	E15	Fully supportive reference	R			
	E16	Interest in working with student to promote their development and educational needs	AF/I/R			
	E17	Ability to form and maintain appropriate relationships and personal boundaries with student	AF/I/R			
	E18	Suitability to work with student	AF/I/R/D			
	E19	Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	AF/I/R			
<b>Special Requirements</b>	E20	Strategies understanding and knowledge of current issues in education.	AF/I/R			
	E21	Well structured supporting letter	AF/C			
	E22	Satisfactory Enhanced Disclosure and Barring Service Check	D			

Key – Stage identified	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References
D	Disclosure

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.