



ST AGATHA'S CATHOLIC PRIMARY SCHOOL

St Agatha's Drive
Kingston upon Thames
Surrey
KT2 5TY

JOB DESCRIPTION

RELATIONSHIPS

RESPONSIBLE TO:	Headteacher Assistant Headteachers
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IMPORTANT FUNCTIONAL RELATIONSHIPS

Children School Staff Strategic Leadership Team/Phase Team	Parents and Carers Governors External Agencies [e.g. Diocesan Commission]
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MAIN PURPOSE AND RESPONSIBILITIES OF THE JOB

To have high expectations for all children you teach meeting the needs any child assigned to you. To establish effective assessment and planning procedures to accelerate learning for all children in your charge. To be responsible for the strategic leadership and management of an agreed subject or area across the school (unless you are an ECT). To always contribute to and promote the school's aims and ethos.

To be committed to safeguarding and promoting the welfare of children at all times. The duties outlined in this job description are in addition to those covered by the current School Teachers' Pay and Conditions Document. It may be modified by the headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

You should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To carry out any other duties that the headteacher may reasonably direct from time to time which are considered to be commensurate with the post

TEACHING STANDARDS [*The main duties of the post are summarised below*]

1. You will set high expectations which inspire, motivate and challenge children by;

- establishing a safe and stimulating environment for children which are rooted in mutual respect
- setting goals that stretch and challenge children of all backgrounds, abilities and dispositions
- demonstrating consistently the positive attitudes, values and behaviour which are expected of children

2. You will promote good progress and outcomes for children by;

- being accountable for children's attainment, progress and outcomes
- planning teaching to build on children's capabilities and prior knowledge
- guiding children to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how children learn and how this impacts on teaching
- encouraging children to take a responsible and conscientious attitude for their own learning

3. You will demonstrate good subject and curriculum knowledge by;

- having a secure knowledge of English and mathematics for the age group that you teach and other subjects of the primary curriculum, and foster and maintain children's interests addressing any of their misunderstandings or misconceptions
- demonstrating a clear understanding of developments across the primary curriculum
- demonstrating an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English
- 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. You will plan and teach well-structured lessons by;

- imparting knowledge and developing understanding through effective use of teaching time
- promoting a love of learning and intellectual curiosity
- setting home learning in line with the school policy relevant at the time and plan other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired
- reflecting systematically on the effectiveness of your teaching and further approaches you might adopt
- contributing to the design and provision of a curriculum appropriate to the needs of the children at St Agatha's

5. You will adapt your teaching to respond to the strengths and needs of all children by;

- knowing when and how to differentiate appropriately, using approaches which enable children to be taught effectively
- having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these
- demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development
- having a clear understanding of the needs of all children, including those with special educational needs [SEND]; 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. You will make accurate and productive use of assessment by;

- knowing and understanding how to assess in English and mathematics and other relevant areas of the school curriculum, including the EYFS, where appropriate, and any statutory assessment requirements
- making use of formative and summative assessment to secure children's progress
- using relevant data to monitor progress, set targets, and plan subsequent lessons
- giving children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback

7. You will manage behaviour effectively to ensure a good and safe learning environment by;

- establishing clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in class and around the school, in accordance with the school's behaviour policy
- having high expectations of children's behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with school policy
- managing your class effectively, using approaches which are appropriate to children's age and needs in order to involve and motivate them
- maintaining good relationships with children, exercising appropriate authority, and acting decisively when necessary

8. You will fulfil wider professional responsibilities by;

- making a positive contribution to the wider life and ethos of the school
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploying any associate staff allocated to you effectively
- taking responsibility for improving your pedagogy through, for example, attending appropriate professional development, responding to advice and feedback from colleagues
- communicating effectively with parents with regard to children's achievements and well-being

PERSONAL AND PROFESSIONAL CONDUCT

As a teacher you are expected to demonstrate consistently high standards of personal and professional conduct at all times. The following statements define the behaviour and attitudes which are standard for a teacher at this school. At all times to;

- a) treat all children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b) have due regard for the need to safeguard children's well-being, in accordance with statutory provisions
- c) show tolerance of and respect for the rights of others
- d) show tolerance and mutual respect for those of different faiths and beliefs
- e) treat all colleagues in a courteous and helpful manner, challenging any racist or discriminating behaviour
- f) ensure that personal beliefs are not expressed in ways which exploit children's vulnerability

- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in your own dress, attendance and punctuality
- To have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities
- To participate in any school arrangements for performance management as set out by the Governing Body in their policies