



**St. Matthew's Catholic Primary School
Teacher – with EYFS Job Description**

Role Title	Teacher
Grade	Main Pay Scale 1-6 (£25, 714 - £36, 961)
Main purpose of the role	
<p>The teacher should endeavour to maintain and develop the Catholic character of the school, in accordance with the directions given by the Head Teacher , Governors and Senior Leadership of the school. The teacher should carry out the professional duties of a standard scale teacher in accordance with the Schoolteacher's Pay and Conditions Document.</p> <p>The teacher should work towards the aims of the Mission Statement.</p> <p>The role will be based both in Early Years and across the key stages.</p> <p>This is a Safe School and we expect all staff to demonstrate a commitment to Safeguarding. Safeguarding is the responsibility of ALL staff and you will be expected to safeguard and promote the welfare of children, including reporting any concerns to a member of the school's safeguarding team. You will be expected to conduct yourself in line with the procedures set out in the school's Child Protection Policy and Code of Conduct. Successful applicants will be DBS checked. Please note that self-disclosure of relevant criminal history will be required as part of the recruitment process.</p>	
Core responsibilities and tasks	
<p>Professional Values and Practice</p> <p>To teach pupils to achieve progress through:</p> <ul style="list-style-type: none"> • having high expectations of all pupils and a commitment to raising their educational achievement • treating all pupils consistently, with respect and consideration with a concern for their development as learners • demonstrating and promoting positive values, attitudes and behaviour • communicating sensitively and effectively with parents and carers • contributing to and share responsibility in the life of the school • understanding the contribution made by support staff and other professionals • improving their own teaching through evaluation, learning from effective practice and from using evidence, being motivated and taking responsibility for their own professional development. • participating in training procedures, including INSET and working collaboratively with colleagues to raise standards by sharing effective practice in the school • participating in meetings which relate to the curriculum, organisation or administration of the school • working within the current statutory frameworks relating to teachers' responsibilities and conditions of employment (STPCD School Standards and Framework Act 1988) Teachers' standards 2012 	

Teaching and class management

To teach pupils to achieve progress through:

- setting high expectations for pupils' behaviour, promoting self-control and independence, establishing a clear framework for classroom discipline; to anticipate and manage pupils' behaviour constructively in line with the behaviour policy
- teaching the required knowledge, understanding and skills relevant to the curriculum
- teaching clearly structured lessons or schemes of work which interest and motivate pupils
- making learning objectives and success criteria clear to pupils
- employing interactive teaching methods and promoting collaborative group work
- promoting active and independent learning that enables pupils to think for themselves and plan and manage their own learning
- planning effectively to meet the needs of pupils in their classes with special educational needs, with or without statements, and in consultation with the SENDCO contributing to the preparation, implementation, monitoring and review of provision maps or the equivalent.
- differentiating their teaching to meet the needs of all pupils
- organising and managing teaching and learning time effectively
- taking responsibility for the safety of their pupils both in school and when engaged in authorised activities elsewhere by:
managing space, tools, materials and other resources safely
actively supervising children during learning and transition activities (changing for PE, entering and leaving classrooms, in corridors etc)
- making effective use of the school's ICT resources to support teaching and learning
- providing homework and other work which consolidates and extends work carried out in class and encourages pupils to learn independently
- managing the work of support staff to ensure the maximum learning opportunities for pupils, sharing planning and ensuring that resources are available in advance to ensure effective adaptations are made
- challenging bullying in accordance with school policy and encouraging equal opportunities for all children
- ensuring that those children who are vulnerable to underachievement or have SEN are well provided for

Knowledge and Understanding

To teach pupils to achieve progress through:

- having secure knowledge and understanding of the national curriculum
- understanding how pupils' learning is affected by their physical, intellectual, linguistic, social and cultural development
- understanding their responsibilities under the SEN Code of Practice
- having secure knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment
- using ICT effectively
- managing an area of the curriculum and/or an aspect of school life

Planning, Expectations and Targets

To teach pupils to achieve progress through:

- following the procedures for long, medium and short-term planning
- setting challenging teaching and learning targets based on knowledge of:
pupils and their past and current achievements
expected standards for the age range
range and content of work relevant to pupils in that age range
- using learning objectives to plan lessons and sequences of lessons, showing how they assess pupils' learning
- planning opportunities for children to learn outside the classroom - educational visits etc

Monitoring and Assessment

To teach pupils to achieve progress through:

- making appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and using this information to reflect on, evaluate and improve their own performance
- giving effective feedback to support pupils as they learn
- involving pupils in evaluating and improving their own performance
- using the school's assessment procedures to analyse outcomes and inform planning to ensure good progress for all
- identifying and supporting more able pupils, those working below expectations and those experiencing behavioural, social or emotional difficulties
- reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals
- writing an annual report for each child in their care in accordance with school procedures

Health and Safety Teachers should:

- take reasonable care of their own health and safety and that of pupils and colleagues who may be affected by their actions
- cooperate with the employer in complying with health and safety duties
- not interfere with or misuse anything provided for health and safety purpose

Additional Information

Other:

To have professional regard for the ethos, policies and practices of St. Matthew's Catholic Primary School, and maintain high standards in your own performance.

Attendance and punctuality - ensuring you log in and out of the premises using the Inventory system to provide a record of your attendance at work and an evacuation report in the event of an emergency evacuation.

Perform any reasonable duties as requested by the Headteacher or SLT

Note:

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

This job description is intended as a guide to the general duties required of the post. The post holder may be required to undertake training and perform duties other than those given in the job description. The duties and responsibilities attached to posts may vary from time to time. Such variations are a common occurrence and would not justify the re-evaluation of a post. Where a permanent and substantial change in the duties and responsibilities occurs, then the post would be eligible for re-evaluation.

The school is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to embrace this commitment