



HOLY FAMILY CATHOLIC PRIMARY SCHOOL, SOUTHPORT

Job Title:	Teacher
Salary Range:	Main Scale dependent on experience
Base:	Holy Family Catholic Primary School
Responsible to:	Headteacher / Deputy Headteacher / Governing Body
Direct Supervisory Responsibility for:	The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities
Important Functional Relationships: Internal/External	Other Teaching Staff, Support Staff, Pupils, Parents

The appointment is with the Governing Body of the school as employer and subject to the current conditions of employment of school teachers, contained in The School Teachers' Pay and Conditions Document and other current educational and employment legislation.

Catholic Ethos

To work with the Headteacher and colleagues in creating, inspiring and embodying the Catholic ethos of the school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

- To take part in and lead acts of collective worship in accordance the Governing Body's policy.
- To implement the policy of the Governing Body on Religious Education.
- To ensure that pupils have a safe and caring environment.
- To foster good relationships with all members of the school and local community including parents.
- To promote the school and all it stands for on all occasions and work with stakeholders.
- To celebrate the successes of the school at every opportunity.
- To act as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
- To perform, in accordance with any directions which may reasonably be given by the Headteacher, such duties as may be assigned.

Teaching and Learning:

Within the context of our Catholic School, the search for excellence pursued through teaching and learning takes place in the context of the individual needs and aspirations of the pupils as God's children.

Have knowledge and understanding of:

- The relevant aspects of the pupils' National Curriculum and other statutory requirements.
- Understand progression and cope securely with questions pupils raise, addressing common misconceptions and mistakes.

Planning and Setting Expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Support Plans.
- To carry out medium- and short-term planning and evaluating, as required by the school's curricular policies.

Teaching and Managing Pupil Learning:

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- To teach, according to their educational needs, the pupils assigned to them including setting and marking of work to be carried out in school and elsewhere.
- To manage the classroom effectively to develop a purposeful and stimulating environment.

Assessment and Evaluation:

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- Understand the demands expected of pupils in relation to the National Curriculum.
- To set targets for pupils as required and secure progress towards these targets.
- To promote the general progress and well-being of pupils.

Relations with Parents and Wider Community:

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for pupils' welfare.

The Teacher as a Professional:

In a Church School, the responsibility of each teacher is to assist the headteacher in the leadership of a faith community for whom Christ is the model. In the teaching and management of staff, their unique contribution as individuals, valued and loved by God, should be recognised.

- To contribute to a climate of mutual support, in which self-confidence and self esteem can grow and to work as a member of a team.
- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects, they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- To participate fully in the school's system of performance management.
- To contribute as appropriate to the professional development of colleagues.
- To participate in meetings with other staff to review curricular, pastoral and organisational and administrative matters affecting the school.
- To direct and support the work of teaching assistants including volunteers.

- To take part in the induction and assessment of newly qualified teachers and of students undertaking school practice.
- To supervise pupils outside the classroom as required by the headteacher and within the Conditions of Employment.

Resource Management:

In this Church School, the relationship between the mission statement and the deployment of all staff, finance, resources, time and energy should reflect the Christian aims for the school community and the needs of all pupils.

- To manage materials and equipment for lessons to ensure minimal damage wastage and loss.
- To provide a purposeful, safe and tidy working environment that celebrates achievement and success.

Specific Responsibilities

Subject Leader Role:

- Develop a subject policy and scheme of work with staff.
- Prepare a subject action plan within the School Improvement Plan.
- Work closely with the Curriculum Lead to ensure the link between curriculum development and the organisation of the school.
- Communicate with parents, governors, other agencies, other phases.
- Maintain the Subject Leader file.

The Subject Leader will assist staff by:

- Reviewing and contributing to teachers' planning.
- Leading staff meetings.
- Planning/leading INSET activities.
- Providing advice.
- Specifying and ordering resources within agreed annual budget.
- Co-ordinating staff requests for resources.
- Monitoring and maintaining the condition and availability of resources.

The Subject Leader's responsibility for monitoring and evaluating includes:

- Analysing pupil's access to the subject.
- Monitoring and evaluating teaching of the subject through classroom observation.
- Monitoring standards and target setting to raise standards of achievement.
- Reviewing teacher/pupil records.
- Reviewing assessment procedures in consultation with Assessment Co-ordinator/ensuring that assessment procedures are in accord with the school assessment policy.

The Subject Leader's professional development may include:

- Working with all age groups in school as appropriate.
- Opportunities to visit other schools.
- Access to external INSET/advisory teachers

Other Duties

You will be required to promote and take part in extra-curricular activities including FOHF events on a rota basis with other staff members.

This job description may be amended at any time after discussion with you, but in any case, will be reviewed annually.

Person Specification

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status or ECT status Degree or equivalent</p>	<p>Evidence of commitment to further professional development</p> <p>Good attainments in Higher Education – ‘A’ Levels or equivalent.</p> <p>Other courses supporting the role – i.e. First Aid, Mental Health First Aid, Forrest School Certificate.</p>
Experience	<p>Excellent classroom practitioner</p> <p>Has a clear understanding of the Early Years Foundation Stage and Key Stage One curriculum</p> <p>Experience of successfully teaching in an inclusive environment</p>	<p>Championing a curriculum subject with an awareness of current pedagogy and research</p> <p>Experience in both Early Years Foundation Stage and Key Stage One</p> <p>Experience in delivering an Oracy based curriculum</p> <p>Experience in developing outdoor learning</p>
Knowledge and Understanding	<p>Theory, based on current research, and practice of providing effectively for the individual needs of all children.</p> <p>Up-to-date knowledge of the requirements of the Curriculum and the ability to implement them</p> <p>Understand the importance of revisiting knowledge and skills to embed learning.</p> <p>Good understanding of how to track children’s progress</p> <p>Statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection.</p> <p>Show respect for British values.</p>	
Professional Skills	<p>Create a happy, challenging and effective learning environment promoting high expectations for all</p> <p>Ability to support our school ethos and values : ‘Learning, Caring and Achieving Together’ Compassion, Honesty, Perseverance, Respect, Love & Kindness</p> <p>Inspire lifelong readers and a love of learning.</p> <p>Ability to use IT as an effective teaching and learning tool.</p> <p>Ability to communicate ideas clearly, orally and through the written word.</p> <p>Effective behaviour management skills Establish and develop close relationships with parents, governors and the community.</p>	<p>Develop strategies for creating community links.</p> <p>Offer an extra-curricular clubs based on your own interests.</p>

Personal Qualities	High self-motivation Enthusiasm, optimism, sensitivity, patience and a sense of humour Excellent inter-personal skills Empathy with the needs of all children Develop good personal relationships within a team. A commitment to high quality and standards Good organisational skills	
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Candidates should ensure that they address all of the above criteria in their application form referring, where appropriate, to actual experience and impact.

In addition, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- **Motivation to work with children.**
- **Ability to form and maintain appropriate relationships and personal boundaries with children.**
- **Behaviour management strategies which respect children’s needs.**

Holy Family Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.