



**St Teresa's RC Primary School,  
Quantock Drive, Ashford, Kent  
TN24 8QN**



**Headteacher:** **Mrs Bernadette Brown**

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**March 27<sup>th</sup> 2019**

Dear Applicant,

I am delighted that you are interested in applying for a position at our school and would like to take this opportunity to tell you a little more about us and the sort of teacher we are looking for.

St. Teresa's is a one form entry Catholic Primary school in Ashford, Kent. It is an exciting place to live with a rich cultural and historic heritage and good links to London.

We put children at the centre of St. Teresa's and are keen that they should be given every opportunity to develop their skills and talents. We pride ourselves on their good behaviour, their academic and personal achievements and the care they show to those less fortunate than themselves. We believe our children deserve the very best opportunities we can provide for them.

To support you we offer a programme of induction and transition opportunities with the current teacher and regular time with our pastoral support manager to address any issues.

To support us, you need to have lots of enthusiasm and stamina, a love of teaching and learning, good organisational skills and a sense of humour. If you have these qualities we would love to hear from you.

The maternity leave post is from September 2019, with a key stage 2 class. We welcome visits so you can see our school and all it offers.

With best wishes,

Bernadette Brown

Headteacher

**JOB DESCRIPTION** for Classroom Teacher**St Teresa's Catholic Primary School**

This appointment is with the Governors of the school under the terms of KCSP employment contracts, signed with the Governors as employers. The Governors will appoint a person who can show by example and from experience that they support the Catholic ethos of the school. The appointment is subject to the current conditions of service for Teachers other than Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

**POST TITLE – Classroom Teacher****MAIN PAY SCALE****PURPOSE OF THE JOB**

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to ensure delivery of high quality teaching and learning for which the teacher is accountable. This post is for a maternity leave cover.

**RESPONSIBLE TO: The Headteacher****RESPONSIBLE FOR: Primary Class****EMPLOYMENT DUTIES**

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

## **JOB DESCRIPTION : CLASS TEACHER**

This Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers

The strategic direction and development of the school stems from the educational mission of the Church; this is reflected in the school's Mission Statement and School Improvement Plan.

The Teacher assists the Headteacher and leadership group to develop a vision and strategic view for the school in its service to the community.

### **Main activities and Responsibilities**

The teacher will work with the Headteacher and Leadership Team in:

- fulfilling the Mission Statement
- Implementing the educational aims, policies, objectives and targets of the school.
- teaching pupils at the school.
- co-operating with the Headteacher and leadership group in monitoring and evaluating the performance of the school and its achievements as a Catholic community.
- motivating pupils through stimulating their interests, giving them encouragement and recognising their unique value.
- contributing to the production of the School Improvement Plan.
- implementing the Governing Body's policies on equal opportunities.

### **Teaching and Learning**

#### **1. Planning, Development and Co-ordination**

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how pupils learning will be assessed.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to pupils' learning.
- To plan opportunities for pupils to learn in out- of- school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.

- To implement and review the development plan for the agreed area of responsibility in conjunction with the Leadership Team.
- To develop and audit schemes of work and other documentation related to the agreed area of responsibility and to provide subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning in the agreed area of responsibility.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for the agreed area and make recommendations in order to maintain and develop provision.

## **2. Monitoring and assessment**

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn.
- To involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for pupils' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record pupils' progress and achievements systematically, providing evidence of their work progress and attainment to inform planning.
- To report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate.

### **3. Teaching and Class Management**

- To take responsibility for teaching a class or classes over a sustained period of time.
- To have high expectations of pupils' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy; to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use ICT effectively in the delivery of teaching and learning.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and to challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required, including participation in the school's performance management arrangements.

**4. Specific duties relating to this post**

- To promote a subject/curriculum area of responsibility in a positive and enthusiastic manner to engender confidence and understanding in both pupils and the school community.
- To maintain a high standard of personal achievement in the assigned area of responsibility.
- To participate in arrangements for further training and the continuing development of personal professional skills and knowledge and those of colleagues in the identified area of responsibility through reading, attendance at courses and leading appropriate inset.
- To liaise with senior members of staff and governors and to keep the area of responsibility under review, amending guidelines as appropriate after consultation with colleagues and with the approval of the Headteacher.

**5.** The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher or members of the Leadership Team

**6.** This job description will be kept under review and may be amended via consultation with the individual, Governing Body as required.

Nov 28<sup>th</sup> 2018