



**POST TITLE:** Class Teacher

**SALARY GRADE:** Main scale or Upper Pay Spine

**RESPONSIBLE TO:** The Head teacher, Deputy Head

**EFFECTIVE FROM:** 1<sup>st</sup> September 2018

**DUTIES:**

The postholder is expected to be responsible for the education and welfare of a designated group of children in accordance with School Teachers Pay and Conditions document and the schools teaching and learning policy. To implement the Mission Statement and contribute to the ethos and development of the school through personal example, having due regard for its status as a Roman Catholic school, where all actions and relationships should be founded on Gospel values, the National Curriculum and the policies of the Governing Body. Additionally the postholder should also share in the corporate responsibility for the well being and discipline of all pupils. The post holder has a teaching commitment in FS/KS1 or KS2.

The postholder will contribute to the School Plan, supporting the ethos, aims and vision of the school.

**Principal Responsibilities:**

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching in a designated year group.

1. Assist in whole school, year group and lesson planning which identifies clear learning objectives, success criteria, content, lesson structure and sequences appropriate to the subject matter and the pupils being taught. Ensure that pupils of all abilities are provided with suitably challenging activities.
2. After completion of induction, co-ordinate a curricular area advising the headteacher and other teachers on the preparation and development of courses/programmes of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

3. Involving and preparing pupils in the pattern of worship in the school.
4. Identify pupils who have special educational needs. Implement and keep and review records on Individual Education Plans and monitor impact.
5. Support the school's pastoral system, within the year group, class and with individual pupils; setting high expectations for pupils' behaviour: establishing and maintaining a good standard of discipline through positive and productive relationships.
6. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE/ITT students as required, monitoring some teaching in the curriculum area and the input of class support staff.
7. Assess and record the pupils' learning against identified curriculum objectives in line with the schools' assessment policy, use this information to recognise achievement and identify under achievement, set targets for further improvement and inform lesson planning and preparation.
8. Play a full part in the life of the community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings and parental events.
9. Prepare an annual written report for each child, setting children sensible and challenging targets for improvement as well as recording whether a child is working inline with, above or below national expectations.
10. Attend parents' evenings to discuss the pupils' progress, record and share targets/additional information on school parent consultation proforma..
11. Ensure personal professional development, being up-to-date in national and local development, participating in whole school and individualised INSET and sharing with others.
12. TO maintain a CPD portfolio and ensure feedback to colleagues as appropriate. Monitor and evaluate in planning the impact of CPD, national or LA/School developments.
13. Ensure effective deployment of additional adults to support Learning and Teaching in the classroom.
14. Select and make effective use of available resources, providing an interesting and stimulating environment which enable learning objectives to be met.
15. Keep accurate attendance registers.
16. Maintain a tidy classroom in which resources are organised to promote independence, the layout of the classroom supports an inclusive interactive teaching approach. Display emphasises and supports learning.
17. Ensure your classroom reflects our inclusive ethos and offers equal opportunities for **all** pupils.

## **DBS**

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986.

Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

This post is classified 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006. You must register with the Independent Safeguarding Authority, and have your registered status confirmed by Luton Borough Council, in order to undertake this post.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

CVs will not be accepted for any posts based in schools.

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected  
Desirable (D):- useful for choosing between two good candidates.

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching in the relevant key stage / subject area.</li> <li>Using data to inform target setting and planning.</li> </ul>	1,2 1,2	<ul style="list-style-type: none"> <li>Working with children with English as an Additional Language.</li> </ul>	1,2
<b>Skills/Abilities</b>	<ul style="list-style-type: none"> <li>Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).</li> <li>Able to use IT to support both the curriculum and work organisation.</li> <li>Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.</li> <li>Able to monitor and evaluate teaching and learning.</li> <li>Able to identify the necessary resources which ensure high quality teaching and learning.</li> <li>Able to assess the needs of individuals to inform lesson planning.</li> <li>Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.</li> </ul>	1,2 1,2 1,2 1,2 1,2 1,2,5 5	<ul style="list-style-type: none"> <li>Able to coach and mentor others.</li> </ul>	1,2
<b>Equality Issues</b>	<ul style="list-style-type: none"> <li>Demonstrable commitment to inclusive teaching and learning.</li> <li>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</li> </ul>	2,5 1,2		
<b>Specialist Knowledge</b>	<ul style="list-style-type: none"> <li>Subject/KS, curriculum knowledge</li> <li>Child protection procedures</li> </ul>	1,2,5 1,2		
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Evidence of ongoing cpd.</li> </ul>	4 1.2	<ul style="list-style-type: none"> <li>Evidence of meeting the threshold standards.</li> <li>Sustained and substantial performance in the threshold standards.</li> </ul>	1,2 1,2
<b>Other Requirements</b>				

**( 1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise )**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

