



The
Pope Francis Catholic
Multi Academy Company

Our Lady's Catholic Primary School

Oxford Road
Cowley
OX4 2LF



T: 01865 779176

E: office@ourladyscowley.co.uk

Headteacher: Miss T Davies BA PGCE MA

'You are young, you are precious, you are loved.'
St John Bosco

Job Description: SEND Class Teacher

Responsible to: The Head Teacher and the Governing Body of Our Lady's Catholic Primary School.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head Teacher and the Assistant Head teachers, or other Senior Manager if appropriate.

Section 1: Introduction

1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will seek to appoint a teacher who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.

1.2 The appointment is subject to the current conditions of service for teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

1.3 This job description may be amended at any time, following consultation between the Head Teacher and the Teacher and will be reviewed annually.

1.4 All staff have a responsibility to safeguard and promote the welfare of all children. If any teacher suspects that a child in his/her class may be a victim of abuse, they will immediately inform the named person about their concerns verbally and in writing.

Section 2: Main responsibilities

2.1 *To set high expectations which inspire, motivate and challenge pupils.*

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards of the school.
- In setting targets, take into account cohort targets and how these will be met.
- In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions.
- Actively support the Catholic ethos of the school in relationships with children, colleagues and parents, both in class and around the school.

2.2 *Promote good progress and outcomes by pupils*

- Set an example, in all aspects, share good practice and support other colleagues in maintaining the standards.
- Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make at least good progress.
- Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils for both class and cohort.
- Demonstrate, through self-review, an effective evaluation of the impact of teaching.



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- Demonstrate in depth knowledge of how children learn and adapt teaching accordingly.
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to work.
- Engage with colleagues in review and evaluation of cohort progress and attainment.
- Actively promote parental involvement and initiate opportunities to involve them.
- Lead on subject development through staff training or INSET.
- Provide quality, accurate, professional reports (verbal and written) for parents.

3 **Demonstrate good subject and curriculum knowledge**

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards.
- Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching.
- Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the school.
- Effectively carry out the subject leadership role from MPS2 upwards.
- Know the strengths and areas for development in leading a subject and bring about improvement through action planning.
- Take responsibility for own CPD, keeping abreast of changes/ developments across a range of subjects and leading improvement within an area of responsibility.
- Evaluate own subject leader performance in terms of impact on teaching and learning.

4 **Plan and teach well-structured lessons**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Consistently teach lessons which are good or outstanding and which include agreed 'non-negotiables' and which are in line with the school's curriculum intent.
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated.
- Be systematic in evaluating learning within and across a sequence of lessons.
- Actively engage parents in their children's learning.
- Facilitate the views of children and parents' on learning.
- Work effectively as part of a team, ensuring consistency across a year group.
- Take a significant role in collaborative planning.
- Recognise own accountability for curriculum provision within the class and the quality of learning.

5 **Adapt teaching to respond to the strengths and needs of all pupils**

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Ensure that teaching is consistently good and outstanding.
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals.
- Initiate strategies to engage parents in their children's learning, especially hard to reach parents or those whose first language is not English.



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6 Make accurate and productive use of assessment

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment.
- Be aware of local and national data when evaluating expectations and performance.
- Use school data effectively to track progress and set challenging targets.
- Be highly competent in marking and providing feedback to pupils.
- Establish strategies to encourage children to respond to feedback.
- Engage fully in moderation activities as required and initiate moderation activities with year group colleagues.

7 Manage behaviour effectively to ensure a good and safe learning environment

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and there is no evidence of low-level disruption.
- Be aware of local and national data when evaluating expectations and performance.
- Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom.
- Keep parents well informed and work effectively with them to bring about improvement where necessary.
- Inspire children's respect and form positive relationships.

8 Fulfil wider professional responsibilities

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be proactive in supporting the Catholic ethos of the school.
- Actively promote our school within the PFMAC and attend CPD as a group of schools within one academy company.
- Be positive and encouraging in times of change.
- Generate respect from colleagues through highly effective professional working and supportive relationships.
- Show full cooperation and support for colleagues managing development or change.
- Form highly effective relationships with children that generate respect, confidence and high self-esteem.
- Form highly effective relationships with parents through, for example, good communication, listening to and acting upon concerns, providing professional guidance in respects to all aspects of school life.
- Recognise responsibility and accountability for the effective deployment of support staff within the teaching team.
- Liaise with the Leadership and Management Team to ensure that support staff have the key skills they need to work effectively.
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence.
- Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement.
- Support the school-parish partnership by attending sacramental and parish events.
- Be willing to run an after school club or activity at some point throughout the school year.
- Lead assemblies on a rota basis.



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Section 3: Safeguarding

Statement

Our Lady's Catholic Primary School is committed to safeguarding and protecting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced DBS check along with other relevant pre-employment checks.

Responsibilities

To remain vigilant and do everything possible to protect students and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Headteacher any incident of this nature you witness, hear about or suspect.

Signed: _____

Print name: _____

Date: _____



Job Specification: Class Teacher

Factor	Essential	Desirable but not essential
Qualifications	Qualified Teacher Status	<ul style="list-style-type: none"> • Good Honours degree (First or second class) • Evidence of continued professional development and commitment to further professional development where applicable.
Experience	<ul style="list-style-type: none"> • Current experience of working with children with special educational needs. • Recent experience of successful teaching in EYFS and/or Key Stage 1 and/or Key Stage 2. • Working effectively as a member of a team. 	<ul style="list-style-type: none"> • Effective leadership of a subject area. • Providing extra-curricular activity for children. • Working effectively with pre-school, secondary partners as well as the community. • Working in partnership with parents to secure and maintain progress.
Interpersonal Skills	<ul style="list-style-type: none"> • Clear understanding of what constitutes appropriate and successful relationships with children. • Approachable, enthusiastic and motivational. • Ability to establish and maintain good relationships, in partnership with children, parents and colleagues. • Committed but flexible, shown through degrees of self-evaluation and adaptability to change. • Show high standards through one's own personal and professional conduct, having high expectations of self and others. • Promote the school's Mission Statement positively, at all times calmly under pressure, and use effective strategies to monitor motivation and morale. 	<ul style="list-style-type: none"> • Additional safeguarding training. • Brings personal interests and enthusiasms to the school community. • Sense of humour with interests other than in education. • Willingness to contribute to the wider life of the school by contributing and organising extra-curricular activities. • Willingness to support and attend PSA events.
Management and organisation of learning	<ul style="list-style-type: none"> • Clear evidence of teaching consistently to a 'good' or 'outstanding' standard. • Communicate effectively (both orally and in writing) to a variety of audiences. • Effective organisational skills. • Confident and competent user of IT. • Ability to promote excellent learning behaviours. 	<ul style="list-style-type: none"> • Experience of identifying and providing for pupils with individual educational needs, through the application of Individual Action Plans; • Can demonstrate self-awareness of professional needs, and being responsive to the mentoring process. • Can establish effective working relationships with colleagues,



	<ul style="list-style-type: none"> • Use teaching strategies which develop children's independence. • Create a happy, purposeful, orderly, supportive and stimulating environment for pupils' learning. • Have a clear and proven understanding of the theory and practice of providing effectively for the individual needs of ALL children (e.g. classroom organisation and learning strategies) • Use a variety of teaching styles, including whole class, group and individual approaches in which clear targets are set for pupils' learning. • Establish and maintain consistently high expectations of pupil behaviour through well focused and well-paced teaching. • Demonstrable knowledge of what constitutes quality and high standards in teaching and learning alongside a clear understanding of the statutory National Curriculum requirements at the appropriate key stage. • An ability to articulate clearly how to ensure pupils achieve and sustain high standards. • Demonstrable monitoring, assessment, recording and reporting of children's progress • Understanding of the statutory requirements of legislation and own requirements to adhere to Equal Opportunities, Health & Safety, SEN and safeguarding. 	<p>experience of being responsible for the deployment of support staff, involving them in the management of learning.</p> <ul style="list-style-type: none"> • Support the development of effective links between schools in the PFMAC. • Coordination of a National Curriculum subject area. • Knowledge and/ or use of the Archdiocese of Birmingham Religious Education scheme, 'Living and Growing as the People of God'. • Supporting the preparation and administration of statutory National Curriculum tests • Understanding of accounting for progress and attainment at 'progress meetings', including data analysis and commentary.
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