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## **KS2 CLASS TEACHER JOB DESCRIPTION JANUARY 2017**

### **TITLE OF JOB: KS2 TEACHER**

### **PAY SCALE: MPS / UPS**

*All class teachers are required to contribute to and support the overall vision and values of the school. All staff are required to participate in training and other professional learning activities, and in performance appraisal and development, as required by the school's policies and practices.*

In addition to nationally agreed terms and conditions for a class teacher (see teachers' pay and conditions document), the following specific duties are expected of the Postholder:

It is the duty of any teacher employed by St Joseph's Catholic Primary School to support the School's Mission Statement:

- St Joseph's Catholic Primary School has the presence and power of Jesus Christ at its centre. It is a community which is governed by Gospel Values and where Christ's command for us to love God, and to love one another, is central to all we do.
- Through the clear, visual Catholic identity of St Joseph's, our vision for Catholic education is fulfilled through the educational experiences and personal curriculum we provide for our children.
- Prayer and Worship are at the heart of day to day life within our school and it is our desire for each child's journey of faith to celebrate their unique gifts and talents, made in the image and likeness of God.
- St Joseph's has strong and positive relationships with the wider community, including our partner schools within the Bishop Konstant Catholic Academy Trust (BKCAT). Links between home, school and our parish community, are also significant and central to our mission to serve the Church and create the family feeling of 'belonging'.

### **Professional knowledge and understanding:**

- Have a detailed knowledge of the relevant aspects of the National Curriculum 2014 and other statutory requirements.
- Have a secure knowledge and understanding of all National guidance: for example, 2014 National Curriculum and recently updated assessment guidance.
- Understand progression across the Primary School, including before and after the age range currently taught.
- Cope securely with subject-related questions which pupils raise, and know about pupils' common misconceptions and mistakes.
- Make effective use of a range of ICT within the classroom.

### **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 targets and progress against these targets.
- Ensure the RE and PSHCE curriculum is fully implemented.



**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, and well-pitched differentiation of tasks.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through positive and productive relationships.
- Create a stimulating and supportive learning environment and ethos, through relevant and interactive displays, well-organised resources and a well-developed learning culture.

**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.
- When applicable, understand the demands expected of pupils in relation to National frameworks, for example: SATs.

**Pupil Achievement:**

- Secure progress towards pupil targets.
- To ensure standards are high in all aspects of social and emotional development.

**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.
- Contribute to the broader life of the school: for example, through school, Parish and community and events.

**Managing own performance and development:**

- Understand the need to take responsibility for one's own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught.
- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils taught in relation to presentation and personal conduct.
- Evaluate one's own teaching critically and use this to improve effectiveness.

**Managing and developing staff and other adults:**

- Establish effective working relationships with professional colleagues including support staff working within the class.

**Strategic Leadership:**

- Establish working effectively towards whole-school priorities contained within the School Development Plan as part of the staff team.
- Lead on an identified subject area across the whole school in the following ways (unless an NQT):
- Develop and implement policies and practices for the subject area, linked to the SDP and previous evaluation of practices
- Accurately contribute to the self-evaluation of this subject area, through monitoring of teaching, plans and children's books
- Lead with a clear vision for the subject, and training/professional development which will contribute to measurable improvements within the school
- Monitor pupil progress and analyse data, as relevant to the subject area
- Provide formal and informal support for colleagues in relation to teaching and learning, or resourcing, for the subject area
- Over an academic year, review the curriculum content for the subject area
- Write reports for stakeholders as relevant to the subject area (at least annually for the Standards Committee of the Governing Body)