

'I have come that they have life and have it to the full' John 10:10



The role of the Subject Teacher

2022

This document is intended to provide some clear guidance for all as to the various roles and responsibilities that form the minimum expectations required of teachers in our school. It also seeks to outline the role that teachers in our school play in supporting and contributing to the distinctive nature and ethos of our Catholic School.

Teacher Job Description

'Striving to live the Gospel, promoting excellence and achievement for all and nurturing partnerships'



The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It 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 including that of the Department for Education.

The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and all teachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.



The school motto is 'Laborare et Orare'
This is a Latin phrase that means to 'work and pray'



Charity is an exercise, a training, a discipline of shaping our character to become less of 'me', but more of 'us', as the community. **Charity means** giving something to those in need without an expectation or wanting something back in return.



Humility, you are humble when you are free from pride and arrogance. You know that in your flesh you are inadequate, yet you also know who you are in Christ. **Humility** or humbleness is a quality of being courteously respectful of others. It is the opposite of aggressiveness, arrogance, boastfulness, and vanity. Rather than, "Me first," **humility** allows us to say, "No, you first, my friend."



Simplicity, the quality or condition of being easy to understand or do, the quality or condition of being plain or uncomplicated in form or design, the focus of being unconcerned with the latest fads remembering to focus on the important things – being more not simply wanting more'.



Service is something that we do to others, where we show love and kindness to everyone, even to those who do not treat us well. We can serve others in many ways, and we should ensure that we use every opportunity that we can. Relationships and showing that we care is one of the most valuable ways to serve others.



Unity is oneness; **unity** is not uniformity. Unity is about standing together for those things that are right and decent, for those who need support, for justice and reconciliation.

OUR MISSION STATEMENT

As a Catholic school we intend to put Jesus Christ at the centre of everything we do.

'I have come that they have life and have it to the full' John 10:10

Therefore we will strive:

- To live the Gospel
- To promote excellence and achievement for all
- To nurture partnerships

This will be done by:

- proclaiming and living out the faith of the Catholic Church, supporting each other in the shared endeavours of teaching and learning, prayer, worship and charitable works.
- by promoting and practising just and caring attitudes and actions towards all persons.
- by respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self-esteem and mutual encouragement.
- by ensuring that the most effective opportunities for the education of pupils are established in all areas of the curriculum.
- by pursuing the highest standards in all we do and by constantly seeking improvements by developing and maintaining close co-operation with the parents who entrust their children to us, with the parishes who also seek the spiritual and religious formation of our young people, with our local associated schools and colleges and with the wider community.



POST: Subject Teacher

SCHOOL: Harrytown Catholic High School

JOB PURPOSE

The Subject Teacher;

- provides leadership in the classroom and is responsible for the management of support staff allocated to their lessons.
- should set the highest standards and expect pupils to be punctual to lessons, ensuring and insisting that they have all necessary equipment and books and making certain that they are adequately prepared to engage in the learning activities.
- carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.
- be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for their own professional development and has pupils who learn and achieve well.

In addition to the role of the subject teacher it is likely that a teacher will also be a form tutor. By committing to undertake this role it is essential that teachers are always fully aware of the example that they set for our young people and they always remain mindful that they are responsible for the creation of an orderly environment that is conducive to pupils' learning. We expect all our teachers to contribute to, by actively supporting the ethos of Harrytown Catholic High School and be aware of all relevant policies, practises and procedures and know the role that they play in the consistent delivery of these.

The terms and conditions for all teachers as set out in the Pay & Conditions Publication (Burgundy Book) are upheld.

AREAS OF RESPONSIBILITY AND KEY TASKS

Planning, Teaching and Class Management

In order to be successful, teachers will need to be prepared to;

- teach allocated pupils by planning their teaching to achieve progression, depth of learning, knowledge acquisition and retention;
- identify clear teaching objectives and specify how they will be taught, learned and assessed;
- set tasks which challenge pupils and ensure high levels of interest;
- set appropriate and demanding expectations for all pupils;
- set clear targets, building on prior attainment for all pupils in order that they make maximum progress;
- be aware of, and make provision for, pupils who are SEND, more able, Looked after



- (CLA), eligible to receive the Pupil Premium or who have other particular individual needs or disadvantages;
- provide clear structures for lessons maintaining pace, motivation and challenge;
 - make effective use of assessment and ensure coverage of programmes of study;
 - ensure effective teaching and best use of available time;
 - maintain discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
 - use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through the use of the Library, ICT and other sources;
 - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
 - be as proactive as possible, by showing a continual willingness to learn and maintaining a positive attitude to the role and life of the school
 - evaluate own teaching critically to improve effectiveness;
 - ensure the effective and efficient deployment of classroom support;
 - liaise with the Subject Leader to ensure the implementation of department policy and best practice.

Marking & feedback, Monitoring, Assessment, Recording, Reporting

In order to be successful, teachers will need to be prepared to;

- ensure that accurate records of attendance are maintained and pupils are encouraged to observe the highest standards of punctuality;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- regularly mark, monitor and provide feedback on pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of pupils as requested by examination bodies, departmental and school procedures;
- prepare and present informative, timely and accurate professionally written reports to parents that exemplify the highest standards;
- undertake assessment of pupils and participate in the school's system for reporting to parents.
- stay up-to date with curriculum development and innovation
- take responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;



Pastoral Duties

In order to be successful, teachers will need to be prepared to;

- be a Form Tutor to an assigned group of pupils;
- promote the ethos of our school and maintain prayer and worship as being central foci for the daily work of the Form/Tutor group;
- promote the general progress and well-being of individual pupils and of the Form/Tutor Group as a whole;
- liaise with the Pastoral Leaders to ensure the implementation of the school's pastoral system;
- register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of pupil focused action plans, progress files and other reports;
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff;
- contribute to personal development and welfare programmes and support enterprise according to school policy. Ensuring that British Values are explicit in your work with your Form/Tutor group.

Other Professional Requirements

In order to be successful, teachers will need to be prepared to;

- be responsible for knowing and/or finding out what the key features of professional practice are and keep abreast with latest developments through appropriate professional reading;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships with colleagues, parents, governors and other agency workers and set a good example through your presentation and personal and professional conduct;
- liaise with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers;
- supervise and support the work of teaching assistants, trainee teachers and newly qualified teachers (NQTs);
- participate in and organise extracurricular activities, such as outings, social activities and sporting events;
- undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).
- endeavour to give every child the opportunity to reach their potential and meet high expectations;



- contribute positively and effectively to the schools journey of continuous improvement;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and our pupils;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, wider curriculum days, (One Community Day etc) and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors (as and when required to do so) and always endeavour to respond in a timely manner.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitor and telephone callers.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation. This job description should be read in conjunction with current version of the teachers standards, a copy of which can be found below under appendix A.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown.

Date: Feb 2022



APPENDIX A:

Teachers' Standards 2012

Part A:

PREAMBLE: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

STANDARDS:

A1. Set high expectations which inspire, motivate and challenge pupils

- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

A2. Promote good progress and outcomes by pupils

- 2.1 Be accountable for pupils' attainment, progress and outcomes.
- 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.

A3. Demonstrate good subject and curriculum knowledge

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstanding.
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

A4. Plan and teach well-structured lessons

- 4.1 Impart knowledge and develop understanding through effective use of lesson time.



- 4.2 Promote a love of learning and children's intellectual curiosity.
- 4.3 Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

A5. Adapt teaching to respond to the strengths and needs of all pupils

- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- 5.4 Have a clear understanding of the needs of all pupils including:
 - those with special educational needs
 - those of high ability
 - those with English as an additional language
 - those with disabilities
 - and be able to use and evaluate distinctive teaching approaches to engage and support them.

A6. Make accurate and productive use of assessment

- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6.2 Make use of formative and summative assessment to secure pupils' progress.
- 6.3 Use the relevant data to monitor progress, set targets, and plan subsequent lessons.
- 6.4 Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

A7. Manage behaviour effectively to ensure a good and safe learning environment

- 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

A8. Fulfil wider professional responsibilities

- 8.1 Make a positive contribution to the wider life and ethos of the school.
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8.3 Deploy support staff effectively.



- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 8.5 Communicate effectively with parents with regards to pupils' achievements and wellbeing.

Part B: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

B1. Teachers uphold the public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- 1.2 Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
- 1.3 Showing tolerance of and respect for the rights of others.
- 1.4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 1.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

B2. Teachers must have proper and professional regard for the ethos, policies and practises of the school in which they teach, and maintain high standards in their own attendance and punctuality.

B3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities