



# **JOB DESCRIPTION AND PERSON SPECIFICATION CLASS TEACHER AND MATHEMATICS SUBJECT LEADER**

We are looking for an inspirational teacher who will make an impact on the outcomes for our children. We are happy to consider UPS Teachers or MPS teachers to ensure we find the right candidate who will fit into our dedicated team.

The successful candidate(s) will have to meet the requirements of the person specification and will be subject to an enhanced DBS check.

Only applications submitted on the Liverpool Archdiocese application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

**St Joseph's is committed to the protection and safety of its pupils.**

## **JOB DESCRIPTION - CLASS TEACHER AND MATHEMATICS SUBJECT LEADER**

**Position: Class Teacher and Mathematics Subject Leader**

**Reports to: Senior Leadership Team**

**Scale: MPS or UPS with TLR2B**

**Salary: Salary negotiable dependant on qualifications and experience**

In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head teacher.

### **KEY PURPOSE**

- Teach a class of pupils and ensure that planning, preparation, recording assessment and reporting meet their varying learning and social needs.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Ensure that the current national conditions of employment for school teachers are met to a high standard.

### **MAIN ACTIVITIES**

- Implement agreed school policies and guidelines.
- Support initiatives decided by the head teacher and Senior Leadership Team.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks, having the highest expectation of every child and believing that every learner has unlimited potential for development.
- Plan and deliver the curriculum within the framework of present school policies and procedures.
- Set clear targets, based on prior attainment, for pupils learning.
- Plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular to encourage children's independent use of resources and involvement in their learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
- Monitor children's progress, keep records and evaluate children's achievements.
- Set children high standards in the content and presentation of their work.
- Establish and maintain good relationships with colleagues, working as part of a team in all aspects of school development.
- Maintain good order and discipline amongst all pupils, in accordance with the school's behaviour policy.
- Work in partnership with parents and carers in providing a quality education experience for all the pupils and report to parents on the development, progress and attainment of their children.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation.

- Communicate and co-operate with outside agencies.
- Lead, organise and direct support staff within the classroom.
- Lead a core curriculum area or aspect (see additional responsibilities below)
- Participate in the performance management system for the appraisal of their own performance and that of other teachers.

## **ADDITIONAL RESPONSIBILITIES**

### **Mathematics Curriculum Leader**

In addition to your responsibilities outlined in the Class Teacher job description above, within your core curriculum area you will also:-

- Keep abreast of curriculum developments, ensuring you disseminate, support and monitor best practice across the school.
- Coach and mentor staff through a programme of whole school, phase and individual professional development as needed.
- Monitor and evaluate the quality of teaching and learning, using a variety of methods including tracking, data analysis, observing lessons, monitoring plans and pupils' work and speaking to children about their learning.
- Plan and implement strategies to improve teaching where needs are identified.
- Establish staff and resource needs and make appropriate recommendations to the Headteacher for expenditure.
- Maintain existing resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Ensure relevant stakeholders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans.

### **Leading, developing and enhancing the teaching practice of others**

- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- Ensure that there is appropriate continuity and progression in planning, teaching and learning with a focus on differentiation and closing the gap for groups of pupils.
- Provide guidance to staff in marking and assessment for learning and standards expected.
- Work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Support colleagues to create a stimulating environment for learning.
- Lead CPD.
- Engage in the appraisal of other staff, as appropriate to experience and training.

### **Accountability for Leading, Managing and Developing a subject area across the curriculum**

- Provide the Head Teacher with appropriate and relevant pupil performance information and analysis.
- Monitor pupil standards, progress and achievements against targets.

### **Accountability for impacting on educational progress beyond assigned pupils**

- Monitor progress of groups and individual pupils throughout the school.
- Monitor Planning and Assessment and data outcomes.
- Provide regular monitoring reports to the Head Teacher to identify impact on pupil outcomes and areas for future improvement.
- Monitor pupil behaviour and address issues which may arise to ensure exemplary behaviour.
- To attend and report to Governing Body Meetings when required.

### **As a Member of Senior Leadership Team (SLT)**

- Ensure effective communication between Senior Leadership and staff.
- Attend and contribute to SLT meetings and communicate and promote decisions as a member of the team.
- Be involved and contribute to decision making and policy development across the school.
- Assist in the formulation and monitoring of the School Development Plan, School Self-Review, updating staff of changes to school policy and assisting with the formulation and implementation of policies and procedures.
- Liaise with Subject Leaders to assist with the delivery of the curriculum as necessary.
- Induct, support and monitor new staff, in particular NQTs.
- Responsibility for appraisal of teachers and/or support staff.
- Sustain own motivation and that of others to develop own and others personal and professional effectiveness.

### **Other duties and responsibilities:**

To carry out such other duties, at the request of the Head Teacher, as may be required commensurate with the scope and grade of the post.

### **Time:**

The post holder will receive agreed release time from their classroom duties to carry out their role as TLR2B post holder. This is in addition to the PPA Time already allocated. Any additional time needed for Subject Leader duties needs to be negotiated with the Head Teacher.

### **Accountability:**

The Post Holder will account for the efficiency and effectiveness of this subject to the Governors and others, including pupils, parents and staff.

### **Conditions of Service**

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Governors.

### **Special Conditions of Service**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

### **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

## PERSON SPECIFICATION - OUTSTANDING TEACHER AND MATHS SUBJECT LEADER

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification.

<b>Disposition, Attitude, Characteristics and Competencies</b>	<b>Shortlisting</b>
Commitment to Catholic Education and the distinctive ethos of Catholic Schools	Essential
Ability to implement and lead whole school initiatives and support colleagues to raise standards through effective CPD, increased subject knowledge and skills.	Essential
Ability to develop good personal relationships within a team; making an effective contribution to high morale.	Essential
Ability to establish and develop close relationships with parents, governors and the wider parish community.	Essential
Ability to communicate effectively (both orally and in writing) to a variety of audiences.	Essential
Ability to create a happy, challenging and effective learning environment.	Essential
Boundless enthusiasm, determination and drive to inspire others to achieve high standards	Essential
An appetite and stamina for challenging work	Essential
A solution-focused mind-set and determined "no-excuses" approach to raising standards	Essential
A personable nature to build effective relationships with all members of the school community	Essential
A lively, creative and good-humoured approach to all aspects of teaching, management and leadership	Essential
Ability and keenness to promote the school's positive culture and ethos	Essential
<b>Training and Qualifications</b>	<b>Shortlisting</b>
Qualified Teacher Status	Essential
Evidence of continuing and recent professional development relevant to the post	Essential
<b>Knowledge and Understanding</b>	<b>Shortlisting</b>
Understanding of equality of opportunity issues and how they can be effectively addressed in schools.	Essential
The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment.	Essential
Understanding of a diverse range of teaching and learning styles and techniques.	Essential
Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards.	Essential
Good understanding of effective procedures for managing and promoting positive behaviour among pupils.	Essential
Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.	Essential
Clear understanding of data analysis and the important impact this can have on achievement and attainment.	Essential
<b>Experience</b>	<b>Shortlisting</b>
Experience of successfully teaching a Year 2 or Year 6 class	Desirable
Experience of successful core subject leadership	Desirable
Experience of subject leadership	Essential
Proven record of raising standards for all pupils, including underachieving pupils	Essential
Experience of promoting positive behaviour conducive to learning and which is focused on raising standards.	Essential
Experience of promoting highly effective communications within and between teams and other stakeholders in the school community.	Essential

