St Vincent's Catholic Primary School

To love, serve and learn as Jesus shows us

Year 2 Class Teacher – Job Description

Post title:	Year 2 Class Teacher – Part Time, Fixed-Term
School:	St Vincent's Catholic Primary School Finlay Avenue, Penketh, Warrington
Contract	4 January to 31 August 2027
Working pattern	Every morning, with one additional afternoon allocated for the teacher's own PPA
Salary and grade:	M3–UPS3
Reports to:	Headteacher
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- Be responsible for the learning, achievement and progress of pupils, ensuring that all children, including those with SEND, disadvantaged pupils and those working below age-related expectations, make strong progress in all aspects of their learning.
- Be responsible and accountable for achieving the highest possible standards in teaching, learning, professional conduct and pupil outcomes.
- Treat pupils with dignity and respect, building positive relationships rooted in mutual respect and maintaining appropriate professional boundaries at all times.
- Work proactively and effectively in collaboration, communication and partnership with parents/carers, colleagues and external professionals in the best interests of pupils.
- Work effectively with teaching assistants, directing and supporting their work to maximise the impact on pupils' learning, development and well-being.
- Act within the statutory frameworks that set out teachers' professional duties and responsibilities, including the current School Teachers' Pay and Conditions Document and Teachers' Standards.
- Take responsibility for promoting and safeguarding the welfare of children, recognising and responding appropriately to safeguarding concerns and following the school's safeguarding and child protection procedures.
- Demonstrate a secure understanding of the Key Stage 1 curriculum, particularly early reading, phonics, writing and mathematics, and use assessment effectively to identify gaps in learning and plan appropriate teaching.

- Contribute positively to the wider life of the school and uphold its Catholic mission, values and ethos.

Catholic Ethos

- To maintain, promote and contribute to the Catholic ethos of the school and the development of the life of the school in accordance with the school's Mission Statement, Aims and Objectives.
- To attend, take part in and lead acts of collective worship in accordance with the school's policy.
- To provide Religious Education in accordance with the school's and Archdiocesan guidelines.
- To actively support the school's policies relating to equality and diversity, inclusion, health and safety and well-being.
- To actively promote and uphold the school's mission, *"To love, serve and learn as Jesus shows us,"* ensuring that Gospel values underpin relationships, teaching and the daily life of the school.

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document and have due regard to the Teachers' Standards.

The postholder will be expected to fulfil the following responsibilities, as appropriate to their part-time, fixed-term appointment.

<u>Demonstrate Professional Values and Practice</u>

- Have high expectations of all pupils, treating them with dignity, fairness and respect.
- Communicate sensitively, professionally and effectively with parents, carers, colleagues and other professionals.
- Work within the statutory frameworks relating to teachers' professional duties and responsibilities.
- Take responsibility for improving their own teaching and engaging in relevant professional development.
- Promote and safeguard the welfare of all pupils, maintaining a safe and supportive learning environment.
- Recognise and respond appropriately to safeguarding and child protection concerns, reporting and recording concerns promptly in accordance with the school's safeguarding procedures.
- Maintain appropriate professional boundaries and adhere to the school's Staff Code of Conduct, Safeguarding and Child Protection Policy and other relevant policies.

- Promote equality, diversity and inclusion, ensuring that all pupils are valued and supported.

Knowledge and Understanding

- Demonstrate secure subject knowledge and understanding of the Key Stage 1 curriculum, with particular emphasis on early reading, phonics, writing and mathematics.
- Have a clear understanding of how pupils learn and progress, including the knowledge and skills they are expected to acquire.
- Understand the aims, values and teaching requirements of the National Curriculum and the school's curriculum, including Religious Education.
- Demonstrate secure knowledge and understanding of systematic synthetic phonics and the teaching of early reading.
- Understand how to use assessment effectively to identify gaps in learning and plan teaching that addresses pupils' individual needs.
- Know and use a range of adaptive teaching approaches and intervention strategies appropriate for pupils with SEND, disadvantaged pupils and those working below age-related expectations.
- Understand how to remove barriers to learning and ensure that all pupils can access an appropriately ambitious curriculum.
- Know and understand how to promote positive behaviour and establish a purposeful, safe and inclusive learning environment.
- Understand how to develop and implement individual behaviour support plans and strategies, working collaboratively with colleagues and the SENDCo where appropriate.
- Demonstrate an understanding of the school's behaviour expectations: Be Kind. Be Safe. Be Ready.

Teaching: Planning, Expectations and Targets

- Set challenging and appropriate teaching and learning objectives that reflect the needs and abilities of all pupils.
- Plan well-structured lessons and sequences of learning that build upon pupils' prior knowledge, understanding and skills.
- Plan teaching that takes account of pupils' varying starting points and needs, ensuring that all children make strong progress.
- Identify gaps in pupils' knowledge and understanding and plan appropriate teaching and intervention to address these gaps.
- Adapt teaching effectively to remove barriers to participation and learning, particularly for pupils with SEND, disadvantaged pupils and those working below age-related expectations.
- Use a range of effective teaching, learning and behaviour management strategies, selecting and adapting approaches to meet the needs of individual pupils.

- Select and prepare appropriate resources, ensuring their safe and effective organisation and use.
- Support developments and initiatives to improve standards in Religious Education, English, mathematics and the wider curriculum.
- Use technology appropriately and effectively to support communication, teaching and learning.
- Plan and manage the deployment of additional adults who support pupils' learning, ensuring that their contribution is purposeful and effective.
- Work collaboratively with teaching assistants to monitor, assess and record pupils' progress and identify appropriate next steps.
- Provide appropriate homework that consolidates and extends classroom learning and encourages pupils to develop independence.
- Work collaboratively with the SENDCo to complete referrals, reports, assessments and documentation linked to SEND support, annual reviews and other professional meetings.
- Contribute to the implementation and review of individual support plans and Education, Health and Care Plans, ensuring that agreed provision is delivered effectively.

<u>Teaching: Monitoring and Assessment</u>

- Evaluate pupils' progress through effective assessment, recording and reporting in accordance with school policies.
- Use assessment information to identify pupils' starting points, gaps in knowledge and understanding, and next steps in learning.
- Use assessment outcomes to inform future planning, teaching and targeted support, ensuring that pupils make strong progress from their individual starting points.
- Monitor and assess learning throughout lessons, providing timely and constructive feedback that helps pupils understand how to improve.
- Apply the school's Marking and Feedback Policy consistently, ensuring that feedback supports learning and progress.
- Monitor the progress of all pupils, with particular attention to disadvantaged pupils, pupils with SEND and those working below age-related expectations.
- Identify pupils who are not making expected progress and take timely action to adapt teaching and provide appropriate additional support.
- Ensure that pupils with SEND and/or disabilities are involved, wherever appropriate, in planning, reviewing and evaluating the provision made for them through support plans or Education, Health and Care Plans.
- Develop a secure understanding of assessment approaches, strategies and resources, selecting and adapting these to meet pupils' individual needs.

- Ensure that teaching assistants and other relevant staff understand and contribute appropriately to the assessment and review of pupils' academic and wider development.
- Maintain accurate and up-to-date assessment records and contribute to the school's assessment and reporting procedures.

Teaching: Class Management

- Establish a purposeful, positive and inclusive learning environment in which pupils feel valued, safe, respected and confident.
- Maintain high expectations for pupils' behaviour, attitudes to learning and personal development.
- Implement the school's Behaviour Policy consistently, promoting the expectations of Be Kind. Be Safe. Be Ready.
- Adapt teaching and classroom organisation to meet pupils' varying needs, interests, experiences and abilities.
- Teach clearly structured and engaging lessons that motivate pupils and promote positive attitudes towards learning.
- Employ a range of effective teaching methods, including modelling, questioning, discussion, practical activities and collaborative learning.
- Promote active and independent learning, enabling pupils to develop confidence, resilience and increasing responsibility for their own learning.
- Establish clear routines and expectations that support positive behaviour and effective classroom management.
- Recognise and respond appropriately to pupils' emotional, social and behavioural needs, using positive and supportive approaches.
- Work collaboratively with teaching assistants and other staff to ensure consistency in the management of behaviour and support for individual pupils.
- Challenge discrimination, stereotyping, bullying and harassment in accordance with school policies.
- Ensure that pupils are appropriately supervised and that their health, safety and well-being are promoted at all times.
- Create a classroom environment in which all children are supported to enjoy learning, achieve well and develop a sense of belonging.

Parents and Carers

- Recognise and value the important role of parents and carers in supporting children's learning, development and well-being.
- Develop positive, professional relationships with parents and carers, promoting effective communication and partnership working.
- Communicate sensitively and effectively with parents and carers, taking account of their views and providing timely information about their child's learning, progress, achievements and well-being.

- Work collaboratively with parents and carers to support pupils who experience barriers to learning or require additional support.
- Participate in organised parents' meetings, consultations and school events as directed by the Headteacher and appropriate to the role.
- Be visible, approachable and professional at school events involving pupils and families.
- Maintain confidentiality and ensure that information is shared appropriately in accordance with school policies and safeguarding requirements.

Continuous Professional Development

- Take responsibility for developing and improving professional knowledge, skills and classroom practice.
- Proactively engage in relevant professional development opportunities, including school-based training and professional learning.
- Reflect critically on teaching practice, using feedback, assessment information and professional discussion to identify areas for improvement.
- Work collaboratively with colleagues, sharing effective practice and contributing positively to whole-school improvement.
- Participate in relevant professional development linked to the school's priorities, curriculum developments and wider responsibilities, as appropriate to the role.
- Keep up to date with relevant educational developments, statutory guidance and safeguarding requirements.

Other Professional Responsibilities

- Have professional regard for the Catholic ethos, mission, policies and practices of St Vincent's Catholic Primary School.
- Maintain high standards of professional conduct, attendance, punctuality and personal presentation.
- Follow all school policies and procedures, including those relating to safeguarding, child protection, behaviour, health and safety, equality and data protection.
- Attend and contribute to relevant staff meetings, professional discussions and school events, as appropriate to the part-time nature of the appointment.
- Work collaboratively with school leaders, teachers, teaching assistants and other professionals to promote positive outcomes for all pupils.
- Maintain appropriate confidentiality and professional boundaries in all aspects of school life.
- Undertake any other reasonable duties requested by the Headteacher that are consistent with the responsibilities of a classroom teacher and the terms of the appointment.