

JOB DESCRIPTION

Salary / Grade range	Main teacher scale
Relationships	Ultimate Responsibility to the Governors through the Headteacher Immediate Responsibility to the Headteacher through the Leadership team
Main contacts	All members of the teaching and non-teaching staff, pupils, parents, carers and external agencies

Generic Principle Responsibilities:

1. Maintain and develop the Roman Catholic character of the school in accordance with the Headteacher and governors.
2. Play a major role in providing an education for the whole child fostering in and through a Catholic atmosphere those qualities which will enable each individual to live happily and develop fully his or her intellectual, moral, physical, social, emotional and spiritual qualities.
3. Meet all the Teachers Standards, the criteria of the school pay and conditions document and the responsibilities of a main-scale teacher in addition to those outlined below.
4. Committed to safeguarding and promoting the welfare of children and young persons and to share in the corporate responsibility for the education and well-being of all pupils in accord with the school policies.

Principle responsibilities of the post:

Leadership and Management:

1. Attend all faculty and department meetings as required.
2. Support and enhance the Catholic life of the school through contributing to the liturgical life of the school and fundraising.
3. Meet regularly with the head of Faculty as required by the Head teacher.

'Striving for excellence in all that we do.'

Headteacher: Mr S Gabriel BSc., MSc., MBA.
St Peter's RC High School, Kirkmanshulme Lane, Manchester, M12 4WB.
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4. Ensure communication is upheld with all members of the faculty and/or department.
5. Contribute to a cooperative team who understand their responsibilities and are consistent in the practice of school policies and procedures.
6. Contribute to school liaison and marketing activities and the effective promotion of the school and faculty at all events.
7. Attend all CPD, as required.

Quality of Teaching and Learning:

1. To be accountable for the progress of their classes.
2. Adhere to professional duties for purposes of school self-evaluation, i.e. assessment, recording, reporting of achievement.
3. To assess and monitor the progress of students and apply intervention strategies where necessary.
4. Plan and prepare programmes of work and lessons to ensure continuity and progression.
5. Set and mark classwork and homework according to the school marking policy.
6. To develop, along with appropriate colleagues, lesson plans, resources and schemes of work, designed to meet the needs of all pupils, with particular reference to the National Curriculum.
7. Ensure the Gospel values and teachings are supported and modelled.
8. To have responsibility for your learning environment, classroom.

Curriculum development:

1. To work closely with the Head of department in the implementation and development of new curriculum initiatives.
2. Ensure delivery of cross-curricular initiatives.
3. If necessary, be prepared to teach a range of subjects, as directed by the head teacher.
4. Contribute to the realisation of the school curriculum vision and priorities.

5. Keep up to date with curriculum development issues, including: within school, locally and nationally.
6. Be up to date and familiar with the teachings of The Catholic Church that impact on the RE curriculum.

Behaviour for Learning:

1. Follow the school Behaviour for Learning and detention policy.
2. To fulfil the main professional duties of a form teacher.

Equal opportunities Policy

- Promote equal opportunities in all aspects of responsibility according to the school's aims and objectives
- To play a significant and prominent role in the spiritual life of the school community;
- To maintain a high standard of discipline, appearance, punctuality and commitment in all pupils;
- To promote parental and community involvement in the life and work of the school, including attending parental consultation evenings and other curriculum events published in the school calendar

All job descriptions are subject to modification as the needs of the school change and/or circumstances demand. Following consultation between the Headteacher and the teacher concerned, reasonable changes may be made

This job description should be read in conjunction with the statutory conditions of the latest School Teachers' Pay and Conditions Document

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PERSON SPECIFICATION

Listed below are the requirements, which are considered necessary for the post. In your application, please address each of the areas giving details of your experience together with examples of how you have undertaken tasks, which illustrate clearly that you have the relevant experience, abilities, skills, knowledge and commitment for the post.

A: Application, I: Interview

[A] Training and Qualifications	Essential or Desirable	How/when measured
Qualified teacher status	E	A (Certificate)
Honours degree or equivalent	E	A (Certificate)
Commitment to personal/professional development	E	A/I
Practising Catholic	D	A/I

[B] Experience of Teaching	Essential or Desirable	How/when measured
Qualified teacher status	E	A (Certificate)
Honours degree or equivalent	E	A (Certificate)
Commitment to personal/professional development	E	A/I
Practising Catholic	D	A/I

[C] Professional Knowledge and Understanding	Essential or Desirable	How/when measured
Secure knowledge and understanding of the concepts and skills in own subject	E	A/I/R
Clear understanding of the GCSE and NC requirements of the subject and its assessment.	E	A/I/R
Ability to employ a range of effective teaching, learning styles and assessment methods	E	A/I/R
Ability to use assessment data to inform planning and set targets	E	A/I/R
Strong command of subject area	E	A/I/R
Ability to access and use classroom relevant research and inspection evidence to improve teaching and learning	D	A/I/R
The distinctive nature of a Catholic school	E	A/I/R

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[D] Personal and Professional Skills, Qualities and Attributes

Applicants should be able to provide evidence that they have the necessary qualities and attributes required by the post. These qualities may be demonstrated in a letter of application; however, it is more likely that they will be more fully assessed during the interview process and from the references.

Within the context of a Catholic school, applicants should be able to:

	Essential or Desirable	How/when measured
Commitment to developing and enhancing the schools Catholic Ethos	E	A/I
Ability to raise achievement for all	E	A/I/R
Commitment to ensuring excellent standards of behaviour at all times	E	A/I/R
Excellent communication skills	E	A/I/R
Commitment to role of tutor for a group of students and the benefits of pastoral care	E	A/I/R
High personal standards and expectations of students and colleagues	E	A/I/R
Ability to motivate and inspire students	E	A/I/R
A passion for teaching and high levels of commitment, motivation and initiative	E	A/I/R
Open-mindedness	E	A/I/R
A forward-thinking approach	E	A/I/R
Excellent interpersonal skills	E	A/I/R
Ability to be reflective and self-critical	E	A/I/R
Potential for further promotion	D	A/I/R
Willingness to take on other roles and responsibilities within the department	E	A/I/R
Ability to establish good working relationships and effective teamwork	E	A/I/R
Excellent role model for other staff and for students	E	A/I/R

[E] Application Form and Letter

*The appropriate application form should be **fully completed** and legible. The letter should be clear, concise and related to the specifics of the post identified as 'A' above.*

[F] Confidential References and Reports

Up to three referees should be nominated.

Only written references and reports should be provided and these should include a strong level of support for relevant professional and personal knowledge, skills

A positive and supportive faith reference from a priest where the applicant regularly worships.	D
A positive recommendation from current employer <i>and abilities referred to above. They should also provide:</i>	E