



St Mary's CE Primary School



We are equal opportunities employers and are committed to promoting the safeguarding and welfare of children.

Class Teacher – Job Description

General

- To carry out the duties of a teacher as set out in the relevant paragraphs of the current year's School Teachers' Pay and Conditions Document
- Commitment of the development of a distinctive church school ethos, including teaching Religious Education and taking part in and leading Christian acts of worship

Church Ethos

- To preserve and develop the religious character of the school in accordance with the principles of the Church of England by providing Christian leadership in the context of the school's vision statement

Strategic Direction and Development

- To take responsibility for the implementation of the school's policies, plans, visions, targets and practices
- Plan and assess pupils' learning using knowledge of school policies, school planning documents and National Curriculum requirements for the relevant curriculum areas
- To contribute to the discussion of the school's vision, aims and policies demonstrating a clear educational vision
- To play an active part in the school's review and self-evaluation
- To actively contribute to the development of the school (e.g. through the School Improvement Plan) either individually or as a member of a range of teams; including your year group, key stage or cross-phase working party
- To contribute to staff meetings and governors' meetings as required and appropriate

Teaching and Learning

- Use appropriate teaching and learning strategies to communicate clear learning objectives and expectations, within school policy and National Curriculum requirements, that are challenging and encompass the values inherent in our school's ethos.
- Consistently meet both part 1 and part 2 of the national teaching standards and continually seek improvements in own practice through reflection, evaluation and continuous professional development
- Use school policy, National Curriculum requirements and assessment to set clear targets for improvement of pupils' achievement; monitoring pupils' progress towards those targets
- Use a range of effective, current strategies to make accurate assessments of pupils' learning and progress against attainment targets and performance levels; keeping appropriate records and providing annual and statutory written reports
- To provide an inclusive environment which through effective planning supports and challenges all learners within the class, drawing on a range of expertise where appropriate



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- Plan effectively to meet the needs of pupils with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Learning Plans
- Create a purposeful, and stimulating environment in which pupils feel confident, secure and able to develop their potential
- Provide appropriate challenge for all pupils in their learning throughout the curriculum with a commitment to raising standards of achievement
- Take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement

Managing and working with people

- Secure a good standard of pupil behaviour, establishing high expectations of discipline, acting to pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy
- Where applicable deploy and support other adults in the classroom, involving them where appropriate, in the planning and management of pupils' learning
- Liaise effectively with parents/carers formally and informally on all aspects of pupils' progress and achievements, discussing targets and ways to encourage the pupil's learning, behaviour and progress
- Keep up-to-date with research, developments and initiatives, seeking relevant in-service training in consultation with the Continuing Professional Development co-ordinator; developing classroom practice as appropriate
- Pay due regard to the values and principles of the school's ethos, working towards securing their outcomes for all pupils
- Demonstrate high standards of professionalism within the role.
- Communicate effectively with all staff.



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Phase Leader – Job Description

Responsible to: Executive Headteacher and Head of School

1. Job Purpose:

Carry out the professional duties of a class teacher as stated in the current School Teachers Pay & Conditions document and model good practice to colleagues.

Work in partnership with the Head of School and the Curriculum Leadership Team and create a culture of high achievement, high quality education and ambitious School Improvement.

2. Strategic Direction and Development of the School

The Phase Leader works with the Head of School and Curriculum Leadership Team to implement the strategic view for the whole school. The Phase Leader will:

- Contribute to the creation and implementation of the School Improvement Plan (SDP) linked with the SEF particularly with reference to their phase and subject.
- Communicate effectively the long, medium and short term objectives of the School Improvement Plan to Staff within their phase including roles, responsibilities and timescales.
- Monitor, evaluate and review school policies and practices taking account of national, local and school data and inspection and research findings.
- Responsible for cross phase liaison including home / school links.

2. Teaching and Learning

The Phase Leader works with the Head of School and Curriculum Leadership Team to create and maintain an environment which promotes and secures good quality teaching, effective learning, high standards of achievement and progress along with good behaviour and discipline. The Phase Leader will:

- Contribute to the establishment and maintenance of policies which promote effective and professional practice and define curriculum content
- Participate in monitoring and evaluating of the quality of teaching and standards of achievement of all pupils in their phase and subject; using phase leader release time effectively
- Monitor and evaluate the implementation of the curriculum and assessment policies / practice including Assessment and Moderation
- Maintain an effective partnership with parents to improve children's achievement and personal development and well-being.
- Identify and develop effective links with schools, networks, external agencies and parents to enhance teaching and learning.



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3. Leading and Managing Staff

Working with the Head of School as part of the Curriculum Leadership Team, the Phase Leader will lead, motivate, support, challenge and develop Staff to secure improvement. The Phase Leader will:

- Plan, allocate, support and evaluate (moderate) the work undertaken by their phase's teaching and support staff as groups, teams and individuals;
- Find solutions to remove barriers to learning in their phase
- Contribute to the implementation of effective systems for the management of staff performance, incorporating Performance Management and Appraisal targets for the teachers and support staff including those relating to pupil achievement;
- Motivate and enable staff to develop expertise in their respective roles through continuing professional development.

4. Accountability

The Phase Leader will support the Head of School and Curriculum Leadership Team to account for the efficiency and effectiveness of their phase to the Governors and others, including parents, staff and the local community.

The Phase Leader will:

- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, improving standards of achievement and achieving efficiency / value for money.
- Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school.
- Contribute to the presentation of regular reports of the school's performance to SLT, Governors, local community, DfE and OFSTED.
- Contribute to the establishment and monitoring of systems which keep parents well-informed about curriculum, children's achievements and progress and encourage parents and other family members to make a contribution to achieving challenging targets for their children.



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Class Teacher and Phase Leader - Person Specification

With regards to the class teacher role the following:

Essential

- Teaching qualification (QTS) and further evidence of training/CPD
- Commitment to the development of a distinctive church school ethos
- Good subject knowledge of the primary curriculum, including phonics
- Experience of teaching pupils in the primary phase
- Working knowledge of pedagogy and teaching methods
- Good knowledge of appropriate strategies to manage behaviour and promote good attitudes to learning
- Willingness to lead a subject area.
- Good verbal and written skills
- Good interpersonal skills (e.g. organisation, enthusiasm, drive, energy, imagination and creativity)
- Good communication skills and ability to work effectively in a team
- Ability to use initiative and work flexibly
- Commitment to CPD and willingness to take feedback on board
- Commitment to Equal Opportunities and Diversity
- Commitment to promoting the Safeguarding and Welfare of all children
- Clear educational vision
- High expectations and knowledge of strategies, show evidence of raising standards/high levels of achievement
- Experience of liaison with parent groups, including leading induction, curriculum meetings etc.
- Experience of assessment systems, including target setting
- A good understanding of the SEN code of practice
- A proven track record of good or outstanding teaching
- A good understanding of classroom organisation and health and safety
- The ability to direct the work of support staff in your class

Desirable

- Practising Christian* in sympathy with the Anglican foundation of the school.
- Pro-active planning for transition of pupils between key stages

In addition, and with regards to the phase leader role the following:

Essential

- At least 3 years' experience as a qualified teacher
- Evidence of relevant professional development in primary education and leadership
- Recent leadership experience





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STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

- The ability to work collaboratively with parents and staff
- The commitment to a diverse and inclusive school ethos which values each individual and challenges any form of discrimination.
- Outstanding knowledge of the Primary Curriculum and or EYFS Curriculum.
- Knowledge of recent educational developments and how they impact on the school.
- Experience of pupil transition from one stage to the next
- Experience in leading and element of school improve/subject improvement work

LEADERSHIP AND MANAGEMENT

- Proven experience as a manager within school, leading, motivating and managing staff effectively and working as a team member.
- Proven ability to self-motivate, use initiative and lead pro-actively.
- Good organisational skills and the ability to have a flexible and adaptable approach.
- The ability to manage time effectively.
- Experience in addressing issues of underachievement and securing improvement.
- Relevant experience of mentoring or coaching staff.
- Experience of delivering and organising staff training.

FINANCIAL AND RESOURCE MANAGEMENT

- Basic experience of managing a departmental budget.
- Basic understanding of financial processes and procedures in school

PERSONAL QUALITIES

- A positive, enthusiastic individual loyal to the school and proud of its achievements.
- Ambitious and self-motivated professional who can inspire and motivate others working in partnership with all stakeholders.
- Ability to analyse, prioritise and meet deadlines.
- The ability to remain calm and clear even in difficult situations.

Desirable

- Experience of leading Christian Acts of Worship

**We define 'practising Christian' as someone who is a faithful and regular worshipper at a church which is a full or associate member of Churches Together in Britain and Ireland or a member of the Evangelical Alliance and 'faithful and regular worshipper' as someone who is attending at least once a month at a service of worship.*



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