



Monlatemum Tuum Imple Love | Serve | Do the best that is possible

Job Description

Year Leader

Post:	Teacher /Year Leader
Responsible To:	Head of Faculty/Pastoral Manager
Salary:	TMS/UPS + TLR2C
Contracted Hours:	Full Time
Pension:	Teacher Pension Scheme (it will be assumed that you will be part of this scheme unless you opt out)
Start Date:	April 2024

Generic Job Description

All members of staff are responsible for implementing the vision of St Paul's and the Code of Conduct.

To be an effective and reflective teacher in the classroom and form tutor will include:

All Qualified Teachers

- Building positive relationships with pupils which provide a safe and happy environment in which they can do the best that is possible (**Professional Standards for Teachers (PST : 1a, 1c, 2e)**)
- Teach appropriately challenging, engaging and well-organised lessons that are designed, as part of an overall sequence of lessons, to enable pupils to make progress in their learning (**PST : 4a, 4b, 4c, 4d, 5a)**
- Enable pupils to develop their understanding and grasp of the learning competencies and skills (**PST : 3b, 3c, 4b, 5c)**
- Have a secure knowledge and understanding of the subject and course requirements (**PST : 3a, 4d, 6a)**
- Following schemes of work and planning to ensure that all pupils have the opportunity to reach their potential in lessons irrespective of academic ability (**PST : 1b, 2b, 2d, 3a, 4a, 4d, 5d)**
- Reviewing and reflecting on lessons taught to aid future planning (**PST : 4c, 5c, 6c)**
- Regular formative and summative assessment of pupils work in the context of the departmental assessment policy and cycle which will inform future planning and impact upon pupil progress (**PST : 6a, 6b, 6c, 6d)**
- Contributing to the development of teaching and learning in the department by sharing good practice and resources (**PST : 4d, 8a, b, d)**

- Developing the clear understanding of the levels and grades at all key stages which is necessary to inform planning and assessment procedures **(PST : 6a, b, c, d)**
- Ensuring that progress checks and reporting to parents follow school guidelines and are of the highest professional standards, as well as providing accurate and constructive feedback and appropriate targets **(PST : 8e, 6a, 6d)**
- Creating and using opportunities with schemes of work for the spiritual and moral development of pupils **(PST : 1c, 4b, 4d, 7a, 5c)**
- Creating and maintaining an attractive, well-managed and ordered learning environment in the classroom **(PST : 1a, 7c)**
- Rewarding and celebrating pupils' achievement **(PST : 7b)**
- Regular setting and checking of homework **(PST : 4b)**
- Working in partnership with a mentor to evaluate, review and develop classroom practice **(PST : 4c, 8b, 8d)**
- Attending meetings to develop further classroom practice, quality of teaching and learning, and pastoral care in the school **(PST : 4c, 8b, 8d)**
- Be aware of and understand how to respond and provide for pupils from different backgrounds, who have English as an additional language or who have a special need **(PST : 1b, 2a, 2d, 5a, 5b, 5d)**
- Understand how to identify concerns, such as neglect or abuse, that may affect a child and know the arrangements for referring these concerns within school **(PST : 7d, 8a, 8b)**
- Understand the professional duties of teachers and the statutory framework within which they work **(PST : Section :2a)**

Post-Threshold Teachers

- Contributing significantly to the implementation of school policies and practice and promoting collective responsibility for this.
- Have an extensive knowledge and understanding of the process of learning and teaching and how best to enable pupil to achieve his or her potential.
- Have an extensive and well-informed understanding of relevant subject and course requirements including assessment and the appropriateness of different courses for different learners.
- Have a more detailed knowledge and understanding of their subject and how pupils and learning progresses within it.
- Have sufficient depth of knowledge and experience to give advice on the development and well-being of pupils.
- Be flexible, creative and adept at designing schemes of work, lessons and sequences of lessons that are effective, consistently well-matched to learning objectives and which enable pupils to make good progress in their learning. The lessons will integrate recent developments relating to their subjects and to learning competencies.
- Have teaching skills and a relationship with pupils that enable them to make better progress than might be anticipated and enables them to meet their school targets.
- Promote collaboration and work effectively as a team member both within and beyond the department.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

Any other tasks as directed by the Line Manager which fall within the remit of the post.

Specific Responsibilities:

Year Leader Job Description

In liaison with Pastoral Manager and Head of Faculty to:

- Have oversight and responsibility for the vision of St. Paul's and the Code of Conduct
- Have responsibility for the spiritual, moral cultural and social development of the year group through ensuring opportunities for daily acts of worship, implementing a high quality PSHE curriculum in liaison with tutors and effective pastoral care.
- Contribute to the academic progress of the year group by setting high expectations of achievement and commitment to learning and developing pupils' understanding of 'the learning talents' and 'the gifts we grow'
- Ensure that pupils in the year group have opportunities to serve one another, the school, and the wider community and take an active part in charity work.
- Implement the whole school mentoring framework as is appropriate for the year group and arrange more intensive mentoring of underachieving and/or vulnerable pupils in liaison with the pastoral team.
- Lead a team of tutors in setting high expectations of pupils regarding attendance, uniform, achievement and care of each other in school.
- Lead a team of tutors to develop a 'house-style' of pastoral care, which enables staff and pupils to live the mission statement of the school and provide a safe a happy environment in which pupils can thrive.
- Be pro-active in celebrating pupils' achievements.
- Implement effective communication with colleagues and parents.
- Organise academic information evenings for parents which reflect both high aspirations and expectations of the year group and also the support available as teachers and parents work in partnership.
- Monitor, evaluate and improve pupil progress and lead intervention strategies.

<p>St Paul's Catholic School is committed to the safeguarding of children and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced DBS declaration.</p>
