

<b>Job Title:</b> Teacher	<b>Date Revised:</b> 15 <sup>th</sup> November 2022	<b>Reports to:</b> Vice Principal (Primary or Secondary, as appropriate)
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## A. Scope and functions of the role

### 1. Overall scope of the job

A Teacher at St. Ignatius Catholic School is expected to plan for and deliver teaching that engages students, deepens their learning, promotes their learning skills and enables them to make better than expected progress in their learning. Teachers are expected to teach within the framework of the school's expectations, organization, and curriculum.

The Teacher will model the ethos of the school through actions and relationships and ensure that St. Ignatius achieves its objectives under the following four Strategic Development Pillars:

- a. **Proudly Catholic:** Promoting students' spiritual, moral, personal and social development, within the school's Catholic ethos.
- b. **Academically excellent:** Ensuring that students' achievement exceeds expectations in all areas of their learning and development.
- c. **Accessible to all:** Ensuring that the holistic education provided by the school is accessible to as many Catholic families as possible, and that non-Catholic families are welcomed and supported; ensuring that all learners, including those with additional learning needs, are included.
- d. **Sustainable for the future:** Ensuring that effective policies, structures, practices and accountability measures are in place to ensure continued improvement.

### 2. Expectations of Teachers

#### *Teaching and Learning*

- Have a secure knowledge and understanding of their subject area(s) and effective pedagogies for the age ranges taught, as well as for those that immediately proceed and follow.
- Ensure that teaching leads to students making excellent progress and developing excellent learning skills (please refer to the [Cayman Islands OES expectations](#)) by:
- Employ a variety of appropriate teaching methods and strategies which match curricular objectives and the students' needs and potential, to develop positive attitudes to learning.
- Plan lessons and manage time effectively to ensure that all students have the opportunity to meet and exceed their potential, taking account of students' starting points.
- Select and make good use of learning resources, such as textbooks, ICT and others, to enable challenging teaching objectives to be met. Ensure all such resources are maintained in good condition, are secure and accounted for in accordance with subject/school policy.
- Collaborate with the Inclusion Lead and team as required in the preparation, implementation, monitoring and review of Learning Plans;
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.

- Ensure an excellent standard of student behaviour in the classroom and around the school by establishing appropriate rules and high expectations which students' respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour-shaping policy of the school.
- Liaise with appropriate staff on all pastoral/behavioural matters, according to the school policy.

#### *Marking and Assessment*

- Carry out the marking of student work and assessments, maintain records of student achievement and complete written reports according to deadlines and in accordance with the school's policy on assessment, marking and reporting.
- Review student achievement data (internal assessments, external baseline assessment data, external examination data and report information) and monitor the standards, achievement and progress of students in class and in their work; use this information to set clear targets for improvement of student achievement and monitor progress towards those targets.
- Use homework effectively, according to the school/subject's policy, to reinforce and extend learning and achievement.
- Take an accurate register for all lessons and cover lessons using SIMS. Use hard copy registers only when SIMS is unavailable.

#### *Improvement Planning*

- Contribute to whole-school improvement planning through organised workshops and activities in the school.
- Contribute to plans for the development and resourcing of the phase / subject areas taught which:
  - are aligned to the whole-school aims, policies and practices;
  - assist in pursuing realistic and challenging targets for improvement identified by the school and subject; and
  - support the relevant subject leader(s)/coordinators as required in relation to the above.

#### *Curriculum*

- Participate in whole-school curriculum development in the subject through effective liaison with the subject leader and through contributions to relevant meetings.
- Ensure schemes/units of work are completed, up-to-date, used and that they reflect the ongoing practice and development of the subject as directed by the subject leader.

#### *Relations with Parents and Wider Community*

- Liaise effectively with students' parents/guardians, according to the school's policy and calendar. This would include telephone calls, newsletters, web-pages and through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.
- Attend parent consultation meetings for the appropriate age-groups/classes taught as scheduled in the school's calendar.

### **3. Managing Own Performance and Development**

- Have a secure and sound knowledge of school policies and practices and take responsibility for implementing them.
- Attend and participate in school based professional development activities as required by the Vice Principal of Primary or Secondary (where appropriate).
- Ensure all relevant school documentation is available and up-to-date in accordance with school policy.
- Take responsibility for personal professional development in accordance with the school's professional development policy and budget restraints, setting objectives for improvements, and taking action to keep up to date with research and developments in pedagogy and in the subjects taught.

### **4. Extra-Curricular**

- Lead, be involved in promoting and participate in extracurricular activities and events, as agreed with the subject leader and Vice Principal of Primary or Secondary (where appropriate), for example after-school clubs, school performances and Home School Association meetings and fund-raising events.
- Assist with the organisation and running of the School's House system by leading/assisting with House activities as required.

### **5. Meetings**

- Attend such meetings and activities as may be necessary as part of school policy and in accordance with the school calendar.

### **6. Pastoral care**

- Act as a homeroom/form tutor/class teacher or support tutor as required. Through this role support the standards and expectations of the school.
- Act in accordance with the policy and guidance on the role of the homeroom/form tutor.

### **7. Supervision of students**

- Carry out the supervisory duties assigned by the Vice Principal of Primary or Secondary (where appropriate).

### **8. Safeguarding**

- Take responsibility for one's own knowledge and development regarding Child Protection and Safeguarding policy and procedures. Ensure knowledge and adherence to school policies and procedures and avail of training opportunities provided by the school in this area.
- Promote the safety and well-being of all children.

## B. QUALIFICATIONS AND GENERAL COMPETENCIES

### 1. Qualifications

The requirements listed below are representative of the knowledge, skill, and/or ability required for this role.

<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Possess a B.A. (a Master's preferred) degree in Education or related field from an accredited university and a PGCE, QTS or other internationally recognized teaching qualification.</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• At least 3 years of teaching experience across the relevant Key Stages.</li><li>• Evidence of successful examination results at I/GCSE and A-level in recent years, if and where applicable.</li></ul>

### 2. General Competencies

- a. Adopts a co-operative approach within the team, sharing knowledge and information.
- b. Maintains high standards of honesty and trustworthiness. Considers ethical implications of issues and decisions while remaining pragmatic.
- c. Promotes the vision of the organization or team to others in a positive and enthusiastic fashion.
- d. Identifies and understands the needs of students and their parents / caregivers.
- e. Analyses information effectively. Identifies the causes of problems and proposes realistic and practical solutions to address them.
- f. Maintains high-quality standards and encourages others to meet similar standards.
- g. Understands and appreciates issues from the perspective of other cultures and countries.
- h. Reaches objective, well thought out points of view; applies common sense to problems.
- i. Seeks new approaches to traditional problems and solutions and takes calculated risks.
- j. Demonstrates resilience when faced with setbacks and shows tenacity when striving to reach goals.

*This job description will be reviewed at the beginning of each academic year, or earlier if necessary. In addition, it may be amended any time after consultation.*