

Subject Teacher

The role description covers all the core competencies associated with the proper discharge of a teacher's duties at Kolbe Catholic College. It also embraces the professional characteristics of an outstanding teacher. The Subject Teacher is responsible to and works in collaboration with the relevant Learning Leader and Curriculum Leader. Responsibility can be delegated to the Course Convener in large Learning Areas with a significant number of staff.

CHILD SAFETY

Every person employed or volunteering at Kolbe Catholic College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. ([CECV Commitment Statement to Child Safety](#)).

Specific responsibility requires employees to:

- Provide students with a child-safe environment
- Be familiar with and comply with the school's child-safe policy and code of conduct and any other policies or procedures relating to child safety
- Proactively monitor and support student wellbeing
- Exercise pastoral care in a manner which reflects school values
- Implement strategies which promote a healthy and positive learning environment

RESPONSIBILITIES & SPECIFIC DUTIES

1. Teaching

1.1 Establish, maintain, nurture and promote positive relationships with students, colleagues and members of the Kolbe Catholic College community.

1.2 Plan and work in accordance with subject area course outlines, curriculum standards and strategic curriculum initiatives consistent with College action plans and the Learning and Teaching Charter.

1.3 Take account of students' prior levels of achievement and Academic Testing/Learner Profile data, using them to set targets for the tracking and securing of successful outcomes for students. This includes engaging in regular pretesting.

1.4 Maintain a purposeful and positive working atmosphere in the classroom through the clear communication of College expectations and consistent use of College procedures where this is necessary.

1.5 Set appropriate and consistent standards for students' learning, motivation, attendance, punctuality, submission of work and presentation of work, in accordance with College policy.

1.6 Provide appropriate guidance and/or referral if barriers to a particular student's progress emerge that require action on the part of any colleague within the College's pastoral system and student support services. This includes reporting any 'Students At Risk'.

1.7 Keep full attendance and Pastoral Care records, making prompt and regular use of the College's Learning Management System - SEQTA.

1.8 Incorporate the 5 Ls of Learning and the use of Visible Learning Practices such as Learning Intentions and Success Criteria into learning design and practice.

2. Assessment, recording & reporting

2.1 Set sufficient, accessible and challenging work for formal assessment such that students' understanding can be regularly monitored and challenged, so that they can be fully prepared for the demands of assessment as, of and for learning.

2.2 Mark, monitor and return work within a reasonable and agreed time span, providing constructive oral and/or written feedback that clearly indicates strategies for improvement. This includes keeping records on SEQTA via the Curriculum and Pastoral Care modules and communicating with families where concerns arise.

2.3 Assess work according to subject area policies and national standards, ensuring it is consistent with the assessment criteria for coursework.

2.4 Complete formal reports on students according to the College reporting systems, guidelines and the reporting timeline, making full use of SEQTA.

2.5 Attend parent evenings, conferences, meetings and events as required.

2.6 Make appropriate reference to the Learning Support Department where assessment procedures make it clear that a student may benefit from specific additional support.

2.7 Make appropriate reference to the relevant Curriculum Leader where assessment procedures make it clear that a student may benefit from acceleration and/or extension. Kolbe Catholic College – 2020 Subject Teacher (Updated May 2020)

3. Professional characteristics

3.1 Maintain up to date professional and subject knowledge.

3.2 Participate in internal and/or external activity necessary to update professional practice reflecting individual, subject area or whole College development goals.

3.3 Contribute to College provision for enrichment activities or other co-curricular opportunities where this is consistent with individual workloads and timetables.

3.4 Contribute to the overall leadership and management of the College through participation in team meetings, staff meetings, whole College PL days and other participatory activity. This includes being a member of a Visible Learning House Impact Coaching Team.

3.5 Participate in College quality assurance and self-assessment systems including the use of student feedback systems and performance development and coaching frameworks (or similar).

3.6 Play a co-operative and supportive role within Learning Area Teams, and the College as a whole, through the sharing of good practice, and mentoring or coaching activities for less experienced staff where this is appropriate.

3.7 Ensure familiarity with all aspects of College health and safety practice and exercise proactive responsibility in this respect.

3.8 Treat all members of the College – students and colleagues – in accordance with the requirements of the College policy and the gospel values that define Kolbe Catholic College as a Catholic community.

3.9 Support and contribute to the Catholic ethos of the College (See separate documentation.). 3.10 Perform any other duties as required.