

St. Joseph's

Catholic Primary School



An Introduction to our School

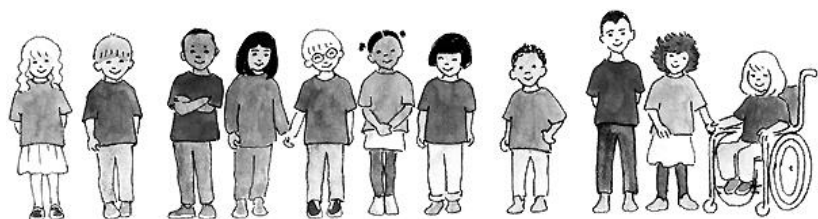
Welcome to St. Joseph's Catholic Primary School. This information is designed to give you an insight into our school family, our values and our aims. I hope it will help you to decide that you wish to teach at St. Joseph's and make a positive contribution and commitment to our school community.

St. Joseph's School is a Voluntary Aided school and as such our primary role is to serve the Catholic community of St. Joseph's Parish. We offer part time Nursery education in addition to the full primary age range. It is a privilege to see our children grow and mature during their time with us.

Our school life is based on Christian Values. We recognise and respond to the needs of each child. We respond to their academic needs and also the development of the whole child as an individual. We develop happy, fulfilled, well-educated and confident children in a caring, disciplined environment with our Faith as the focus of our actions. We expect, and encourage excellence in the range of activities the school undertakes.

Education is a partnership between home, school and parish in which we seek and encourage the participation of parents in the learning process and in the life of our school. Parents are welcome partners in the education of their child and in the development of our school family.

We look forward to receiving your application to be part of our school family.



Mrs M. Gum
Head Teacher

Woodford Lane, Winsford, Cheshire CW7 2JS
Telephone: 01606 288044 Facsimile: 01606 863552
www.stjosephs.cheshire.sch.uk

Headteacher: Mrs M. Gum

Mission Statement

Our school is a family of faith, hope, love, fun and learning for all.

At St. Joseph's we grow together through:

- Loving God and sharing our Catholic faith by talking about him
- Prayer and celebration
- Working hard and doing our best
- Including and encouraging everyone
- Showing respect for each other and ourselves
- Being ready to forgive and be forgiven
- Our enthusiasm, our thoughtfulness and understanding

Jesus said, 'Love one another as I have loved you.'



School Aims

At St. Joseph's we aim to help our children to learn with confidence, understanding and self-discipline as they grow. We do this by:

- Offering all children the opportunity to develop their potential as fully as possible in a loving, ordered, caring and secure environment where there is room for exploring, for experiencing and for excitement.
- Building a community where we live, share, experience and celebrate our Catholic faith together; where we understand the dignity of human life rooted in the Gospel.
- Encouraging positive self-esteem in each person as a crucial factor in developing and maintaining strong relationships.
- Providing a happy and challenging learning environment in which all children enjoy and achieve the best they can through a broad, balanced, relevant and exciting curriculum, so that they become articulate, literate and numerate and committed to lifelong learning
- Fostering independence, initiative and flexibility as well as critical and evaluative thinking in order to develop the skills of tenacity and resilience, nurturing children's aspirations.

- Promoting an awareness of the children's responsibility to themselves, each other and for the wider community and the world, developing respect and a sense of justice and fairness

'Schools should produce young people with ideas and dreams with a vision of what they want to achieve in life, who have a strong sense of service, of care and compassion for those in need; who have above all, a love of life, a zest for living life to the full.' (Cardinal Hume ~ 1999)

The Religious Life of the School

The school operates within a caring Catholic community. The Religious and Spiritual development of the child takes place through Mass and daily prayer. We help children to understand that Religion is for living, and as such is at the centre of all we do.

We actively celebrate the liturgical seasons, events and feast days through Penitential, Advent, Lenten and a range of other services. Individual classes, Key Stages and the whole school gather together to celebrate the Eucharist regularly both in school and at St. Joseph's Church. Each day begins and ends with prayers whether in the form of assembly or within each class.



Class Organisation

The class groups follow the traditional year group pattern and each class usually consists of two consecutive year groups. Classes are of mixed ability. Individual, small group and whole class teaching are used to provide a range of stimulating opportunities for children.

The current class structure is as follows:

- Nursery
- Reception (2 classes)
- Year 1
- Year 1/Year 2
- Year 2
- Year 3
- Year 3
- Year 4
- Year 4
- Year 5/6
- Year 5/6
- Year 5/6

Facilities

St. Joseph's Catholic Primary School has two purpose-designed buildings and shares the site with St. Joseph's Catholic Church and Centre.

One building has individual classrooms, an ICT Suite, Learning Support Rooms, Interactive Library and a Sports Hall used by all children in the school. The other building has open plan classroom areas, including a purpose built Nursery and an Assembly Hall which is also used as a dining area for the whole school. The school has a large sports field and extensive grounds.

Pastoral Care

We are very conscious of our responsibilities toward the children in our care and willingly take on the role of a caring parent. We wish our children to grow and develop into caring and compassionate adults and this can only happen through observing these qualities in those around them.

We are aware that we share responsibility with parents for the children in our care. We control movement about the school, supervise play sessions and encourage sensible independence.

Our School Council provides a 'voice' for the children in our school. The members of the Council are elected by their peers and meet regularly to discuss issues which come directly from them.

Rewards and Discipline

Good discipline is founded on a good relationship between all members of the community – children and adults. We have very high expectations of behaviour. These expectations are expressed through our 'Golden Rules'

We rely very much on working in partnership with parents. If you have any concerns or 'good news' you want to share with us, please do so – and we will do the same.



We encourage a positive approach to dealing with situations that arise in school. We have a house point system which encourages good behaviour, work and attitude. Our 'Special Mention Assembly' every Friday morning highlights the achievements of individuals and groups of children both in and outside school.

Unacceptable behaviour is dealt with in a climate of forgiveness but it is recognised that with any reward system there must be sanctions. As a result of this our children understand the boundaries and are aware of the consequences of their actions.

Parent Partnership

Parents will always be the greatest influence in the lives of their children. Within school we welcome parental involvement and encourage all parents to take an active part in the life of St. Joseph's School.

We aim to keep parents informed about events taking place within the school. The school newsletter is published every week and is distributed to every family in the school and is also available in the Parish.

The 'Friends of St. Joseph's' organise social events and fund raising activities. Through this, parents are encouraged to offer ideas and suggestions for promoting communication between the school and the home and for ways of supporting school projects.



The School Day

Nursery

8.45am – 11.45am: Morning Session

12.15pm – 3.15pm: Afternoon Session

Reception, Year 1 and Year 2

9.00am – 10.15am: Session 1

10.15am – 10.30am: Morning Break

10.30am – 11.45am: Session 2

11.45am – 12.45pm: Lunch

12.45pm – 2.30pm: Session 3

2.30pm-2.45pm: Afternoon Break

2.30pm – 3.15pm: Session 4

Year 3, Year 4, Year 5 and Year 6

9.00am – 10.30am: Session 1

10.30am – 10.45am: Morning Break

10.45am – 12.00pm: Session 2

12.00pm – 1.00pm: Lunch

1.00pm – 3.15pm: Session 3

The bell is rung at 8.55am so that the children can be in class for a prompt beginning to the day at 9.00am. However, classroom doors are opened at 8.45am so children can come into school calmly from that time.



Job Description: Class Teacher

JOB TITLE	Teacher
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JOBHOLDER REPORTS TO:	Leadership Team
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BASIC JOB PURPOSE	<ul style="list-style-type: none">▪ To teach pupils according to their educational needs and assess, record and report progress, in the context of the school's curriculum and ethos.▪ To provide professional leadership and management for agreed curriculum area, if appropriate
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MAIN DUTIES

- 71.1 Subject to paragraphs 44.6 and 47.2, a teacher who is not a head teacher shall carry out the professional duties of a teacher as circumstances may require:
- 71.1.1 if s/he is employed as a teacher in a school, under the reasonable direction of the head teacher of that school;
- 71.1.2 if s/he is employed by an authority on terms under which s/he is not assigned to any one school, under the reasonable direction of that authority and of the head teacher of any school in which s/he may for the time being be required to work as a teacher.
- 71.2 A teacher who has failed satisfactorily to complete an induction period and who is employed pursuant to regulation 18(5) of the Induction Regulations in relation to England or regulation 16(5) of the Induction Regulations in relation to Wales must only carry out such limited teaching duties as the Secretary of State determines pursuant to that regulation.

Exercise of particular duties

- 72.1 Subject to paragraph 44.6, 47.2, 47.3, and 71.2 a teacher employed as a teacher (other than a head teacher) in a school shall perform, in accordance with any directions which may reasonably be given to her/him by the head teacher from time to time, such particular duties as may reasonably be assigned to her/him.
- 72.2 A teacher employed by an authority on terms such as those described in paragraph 71.1.2 shall perform, in accordance with any direction which may reasonably be given to her/him from time to time by the authority or by the head teacher of any school in which s/he may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to her/him.

Professional duties

73. Subject to paragraph 44.6, 47.2 and 47.3 the following duties shall be deemed to be included in the professional duties which a teacher (other than a head teacher) may be required to perform:

- 73.1 Teaching:
In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to her/him:
- 73.1.1 planning and preparing courses and lessons;
- 73.1.2 teaching, according to their educational needs, the pupils assigned to her/him, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- 73.1.3 assessing, recording and reporting on the development, progress and attainment of pupils;
- 73.2 Other activities:
- 73.2.1 promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her/him;
- 73.2.2 providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- 73.2.3 making records of and reports on the personal and social needs of pupils;
- 73.2.4 communicating and consulting with the parents of pupils;
- 73.2.5 communicating and co-operating with persons or bodies outside the school; and
- 73.2.6 participating in meetings arranged for any of the purposes described above;
- 73.3 Assessments and reports:
providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- 73.4 Appraisal:
participating in arrangements made in accordance with regulations made under section 131 of the Act ⁽¹⁾ for the appraisal of his performance and that of other teachers;
- 73.5 Review, induction, further training and development:
- 73.5.1 reviewing from time to time his/her methods of teaching and programmes of work
- 73.5.2 participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;
- 73.5.3 in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his/her supervision and training;
- 73.6 Educational methods:
advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
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- 73.7 Discipline, health and safety:
maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- 73.8 Staff meetings:
participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;
- 73.9 Cover:
73.9.1 subject to paragraph 73.9.2, supervising and so far as practicable teaching any pupils whose teacher is not available to teach them;
73.9.2 except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year;
- 73.10 External examinations:
73.10.1 participating in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils presentation for, and conducting, such examinations;
73.10.2 paragraph 73.10.1 does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation;
- 73.11 Management:
73.11.1 contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;
73.11.2 assisting the head teacher in carrying out threshold assessments of other teachers for whom s/he has management responsibility;
73.11.3 co-ordinating or managing the work of other staff; and
73.11.4 taking such part as may be required of her/him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- 73.12 Administration:
73.12.1 participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and
73.12.2 attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
73.12.3 Paragraph 73.12.1 does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

73.12.4 Without prejudice to the generality of paragraph 73.12.3 Annex 5 contains a list of tasks falling within the scope of that paragraph.

Management time

74. A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

Working time

- 75.2 A teacher employed full-time, other than in the circumstances described in paragraph 75.4, shall be available for work for 195 days in any school year, of which 190 days shall be days on which s/he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if his employer so directs, by the head teacher.
- 75.3 Such a teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher (or, where the teacher is not assigned to any one school, by his employer or the head teacher of any school in which s/he may for the time being be required to work as a teacher) for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which s/he is required to be available for work.
- 75.4 Paragraph 75.2 does not apply to such a teacher employed wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.
- 75.5 Time spent in travelling to or from the place of work shall not count against the 1265 hours referred to in paragraph 75.3.
- 75.6 Such a teacher shall not be required under his contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.
- 75.7 Such a teacher shall, in addition to the requirements set out in paragraphs 75.2 and 75.3, work such reasonable additional hours as may be needed to enable her/him to discharge effectively his professional duties, including, in particular, his duties under paragraphs 73.1.1 and 73.1.3. The amount of time required for this purpose beyond the 1265 hours referred to in paragraph 75.3 and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

Guaranteed planning and preparation time

- 76.1 A teacher to whom paragraph 75 applies shall be allowed as part of the 1265 hours referred to in paragraph 75.3 reasonable periods of time ("PPA time") to enable her/him to carry out his duties under paragraphs 73.1.1 (planning and preparing courses and lessons), 73.1.3 (assessing, recording and reporting on the development, progress and attainment of pupils) and 73.3 (assessments and reports).
- 76.2 PPA time shall amount to not less than 10% of the teacher's time-tabled teaching time (and for this purpose "time-tabled teaching time" means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher in the school time-table to teach pupils).
- 76.3 PPA time shall be provided in periods of not less than half an hour during those parts of the school time-table in which pupils are taught the core and other foundation subjects or religious education.

- 76.4 Such a teacher shall not be required to carry out any other duties, including the provision of cover in accordance with paragraph 73.9, during his PPA time.

Paragraphs 76.1 to 76.3 also apply to a classroom teacher who is employed on a part time basis with the substitution for the reference to 1265 hours in paragraph of a reference to that number which as a proportion of 1265 hours equates to the proportion of the school week that the teacher is normally employed.

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time.

Co-ordinator/Subject Leader Responsibilities

The generic role of the Curriculum/Subject Leader is:

- To develop, initiate and innovate aspects of the curriculum to ensure school wide high quality provision.
- To prepare/review the policies, after appropriate staff discussion
- To have overall responsibility for the provision of an effective, high quality curriculum throughout the school.
- To liaise with colleagues to ensure coverage of the required programmes of study.
- To lead and manage all aspects of the subject.
- To lead by example in relation to curriculum planning, delivery, assessment and evaluation appropriate to the ability of the children facilitating progression in children's learning.
- To lead teaching and support staff collaboratively to ensure continuity, progression and high quality learning experiences.
- To prepare and keep up to date an audit of resources that are available.
- To organise and monitor the appropriate storage of these resources.
- To organise and develop resources further and prioritise future purchases.
- To be responsible for the budget allocation, ensuring value for money.
- To assist all colleagues to respond appropriately to the Early Learning Goals and National Curriculum relating to the subject giving equality of access.
- To liaise with the Headteacher to ensure that the curriculum at St. Joseph's Catholic School are fully inclusive.
- To develop, through INSET and staff meetings, opportunities for all staff to gain confidence in their ability to plan for a high quality curriculum.
- To develop cross curricular links, especially Information and Communication Technology, to ensure access to a broad and balanced curriculum for all children.
- To be responsible for monitoring the effectiveness of teaching and learning in throughout the school.
- To monitor and be responsible to the Headteacher for the standards throughout the school.
- To liaise with Assessment Co-ordinator with regard to assessment and tracking procedures.
- To carry out analysis of SATs and other assessment opportunities to identify trends and put in place curriculum development to ensure issues are addressed.
- To report to the Governing Body on the curriculum and developments in learning and attainment in the school.
- To monitor short and medium term planning.

- To monitor children's progress through by tracking attainment, sampling work and linking this to planning.