



## Creating a Community of Excellence

Job Title	Temporary Maternity Contract PPA Cover Teacher (any key stage)
Grade/Salary Range	Main Pay Scale

### Supporting The Federation's Visions and Values

As a member of staff within the Federation schools the post holder is required to:

1. consistently conduct their role in order that the Federation vision is achieved for all children and adults within each school
2. continually contribute to the Federation's success through its vision statement and modelled behaviour towards anyone in the school and, when out of school, if a member of staff can be identified as a teacher, the highest standard of conduct, confidentiality and behaviour is expected
3. safeguard all children by ensuring the schools' policies on Safeguarding, Health and Safety, confidentiality and data protection are rigorously implemented and promoted at all times
4. promote a culture of inclusion within the Federation as a whole where all views are valued and taken into account
5. contribute to the school self-evaluation and improvement process to embed and maintain a good or better school against OFSTED criteria
6. contribute to the development, implementation and monitoring of the School Development Plan (SDP) and associated action plans and school policies
7. ensure that everyone feels safe at all times and incidences of bullying are dealt with swiftly and fairly
8. consistently secure good pupil behaviour, dealing promptly with conflict and incidents in line with school policy

### Statutory Responsibilities of the Role

The responsibilities and accountabilities of all teachers are documented in;

- a. School Teachers' Pay and Conditions Document (currently reviewed each academic year). This includes subject responsibilities for all Teachers' after their NQT year (this may attract a TLR payment) and additional whole school responsibilities for those teachers on upper pay scale
- b. Teachers' Standards 2012; which sets out the minimum requirements for teachers' practice and conduct
- c. Ofsted: The Framework for School Inspection
- d. Berkshire LSCB Child Protection Procedures
- e. The Burgundy Book

### Designation of Post within the Federation Structure

- The post holder is directly accountable to the designated member of the Leadership Team across the location(s)
- The post holder will specialise in one subject and act as subject coordinator across the location(s) where the post is based (unless the post holder is a Newly Qualified Teacher)
- The post holder has the direct accountability for the performance and allocation of duties of the Learning Support Assistant(s) and/or Early Years Practitioner(s) working with the post holder's pupils

## Main Purpose and Duties of the Role

The Teacher is responsible for:

### 1. Lesson Planning

- a) ensuring the planning and the implementation of learning activities in conjunction with the Class Teacher.
- b) being fully prepared for lessons so that children's learning is maximised to the full
- c) adapting activities to meet the needs of all learners, in particular groups of children with additional needs
- d) making learning accessible to the children through real life and meaningful contexts
- e) adopting and adapt pedagogical principles of effective learning
- f) following the school's schemes of work
- g) using assessment, including prior learning checks, to ensure lessons are well pitched and attainment gaps are closed where needed
- h) demonstrating strong subject knowledge and understanding of how children learn best
- i) using clear learning intentions that build skills over time
- j) involving children in planning, adapting and moving forward units of work
- k) identifying health/safety and behaviour flash points and plan accordingly
- l) planning clear differentiation strategies to support and challenge all learners
- m) identifying the role of the LSA and publish expected learning outcomes for the individual/group with whom they are working
- n) embedding opportunities to teach reading, writing, maths and communication skills across the curriculum and tackle under achievement in reading as a priority

### 2. Applying and Delivering Robust Teaching;

- a) fostering good working relationships with children and model good learning behaviour
- b) fostering good relationships with parents and carers of the children ensuring that there is regular communication and reporting on progress and attainment
- c) possessing secure subject knowledge and understanding of how children learn and use this to move children on in their learning
- d) having high expectations, deepening children's understanding to ensure good progress for all children
- e) setting clear outcomes in terms of work and key learning
- f) presenting activities that stimulate curiosity, in a way that enthuses children to want to learn more
- g) ensuring time within the lesson is maximised to the full, with pace that moves learning along but also ensures children can cope
- h) planning skills based activities that develop core reading, writing, maths and communication
- i) seizing opportunities to nurture independence, resilience and perseverance
- j) create a classroom environment that reflects the current learning journey
- k) using a range of AfL strategies to gauge how the lesson is going – reshaping tasks, groups, scaffolding - where necessary within the lesson
- l) providing opportunities to teach learning behaviours explicitly including resilience, perseverance and independent learning skills
- m) including opportunities to build on and set home learning
- n) teaching reading, writing, maths and communication skills efficiently and across the curriculum
- o) promoting the social, spiritual, cultural and moral development of children
- p) giving feedback to children so that they understand how well they are doing and their next steps needed
- q) delivering high expectations of all children, closing gaps where needed so that all groups make good or better progress e.g. boys/girls, pupil premium, SEN, EAL etc.

### 3. Providing Constructive Feedback for Learning and Assessment

- a) marking work following the school's marking policy

- b) carrying out close the gap marking once a week for each child in reading, writing and maths
- c) assessing children's progress regularly and accurately
- d) arranging cross phase moderation once per half term, including LSA input
- e) discussing assessments with children to celebrate success and identify next steps at least once a week
- f) carrying out post learning checks and update planning accordingly
- g) planning for targeted interventions to ensure good progress for all learners
- h) providing and contribute to written reports on children's learning and their personal and social needs
- i) participating in arrangements for statutory assessments

#### **4. Continual Professional Development**

- a) reviewing the quality of his/her performance against national criteria, using progress of the children in their care as the key indicator of success
- b) seeking out and take all opportunities to improve areas for development
- c) ensuring that his/her health and safety and safeguarding training is up to date
- d) participating in his/her formal appraisal

#### **5. Contributing to the Federation in the Community**

- a) checking school communications, including emails and responding where needed
- b) communicating and co-operating with colleagues from other schools and agencies
- c) undertaking risk assessments for schools' activities and any offsite activity reports which may be required
- d) participating in meetings at the schools that facilitate the smooth running of the schools and improve the quality of education for the children
- e) supervising and/or so far as is practicable, teaching any pupils whose teacher is not available
- f) supporting the Executive Headteacher, leadership teams and Governing Body of the Federation in aspects of the School Development Plans
- g) taking responsibility for activities within and outside the school day that widen experiences of children

#### **6. Management**

- (a) co-ordinating or managing the work of other staff including Learning Support Assistants, early years practitioners, nursery nurses and volunteers
- (b) taking such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- (c) Assuming responsibility for the delivery of appropriate supervision of Learning Support Assistants

#### **7. Administration**

- (a) participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support; and
- (b) attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

### **Agreement**

This Job Description is not your Contract of employment or any part of it. The post holder will be allocated to either work across the Federation or be based at a particular school.

It is prepared for the purposes of schools' structures and may change either as your Contract changes or as the organisation of the Federation is changed. All changes will include a consultation period.

This document must not be altered once it has been signed. This document will be reviewed annually by the Governing Body of the Federation of Moorlands and Park Lane Primary Schools.

Signed - Post Holder	
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Date	

Signed – Executive Headteacher	
Date	

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