

Children of Success Schools Trust

JOB DESCRIPTION

TITLE OF POST	PPA Cover Teacher X 3 days (0.6)
GRADE	Main Pay Scale
RELATIONSHIPS	<i>Ultimate Responsibility</i> To the Governors through the Head of School <i>Immediate Responsibility</i> To the Head of School

MAIN CONTACTS

- All members of the teaching staff through cross curricular links
- Members of non-teaching staff as appropriate

MAIN PURPOSE OF THE JOB

- To share in the corporate responsibility for the education and well being of all pupils in accordance with the policies and procedures of the school.

1. MAIN TASKS

- 1.1 To undertake an appropriate share of the responsibilities and duties attaching to teachers generally within the school as set out in the School Teachers' Pay and Conditions Document under the reasonable direction of the Head of School.
- 1.2 The post requires you to teach children in the Primary age range, catering for and having particular regard to the ability and the aptitude of children within the class, including the planning, preparation of lessons according to the educational needs of the children and marking of their work.
- 1.3 To carry out such particular professional duties from the School Teachers' Pay and Conditions Document as the Head of School may reasonably direct, which include:
 - Assessment of children
 - Recording and reporting assessments
 - Where appropriate, contributing to the professional development of other teachers and non-teaching staff
 - Activities in the review and development of the curriculum or organisation and pastoral functions of the school
 - Participating in arrangements for training and professional development
- 1.4 To support the school's ethos, aims and curriculum policies in order to promote the welfare, progress and continued development of the school and its children.

2. SPECIFIC RESPONSIBILITIES

You are further required to undertake the following curriculum responsibilities in connection with the School Teachers' Pay and Conditions Document.

These will include:

- 2.1 To lead, initiate, research and plan school curriculum developments in an agreed curriculum Area, liaising at all times with the Head of School and/or Deputy Headteacher.

- 2.2 To provide help and guidance for all colleagues (whether new to the school or not) in planning, monitoring and assessing children's work for your curricular area of responsibility.
- 2.3 To use your expertise in teaching to develop others.
- 2.4 To lead staff meetings to discuss your area of responsibility, in order to facilitate a good understanding and utilisation of school policy and an awareness of new DfCSF requirements.
- 2.5 To set high standards in your own class, which can be used as a guide to expectation and a model of excellent practice.
- 2.6 To maintain and update resources and equipment for use throughout the school and to be responsible for the budget allocation for your particular area.
- 2.7 To co-ordinate displays in the school which promote and enhance activity for your area of responsibility.
- 2.8 To report to the Head of School and Governing Body as and when required to keep them fully informed of all activities related to the curriculum area for which responsibility has been given.
- 2.9 To assist the Head of School (in connection with your curriculum responsibility) to collect, evaluate and monitor the following.
 - Children's work
 - Teaching, planning and assessment
 - Curriculum delivery
 - Evidence which indicates how policy is being implemented
- 2.10 To assist the Head of School with the revision of policy and practice (in connection with your curriculum responsibility), as and when necessary.
- 2.11 To liaise with outside agencies which may include, other schools, pre-school groups, professional bodies, LA, training institutions etc (in connection with your curriculum responsibility).

PERSON SPECIFICATION

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MINIMUM ESSENTIAL REQUIREMENTS

(The ordering of these statements is not significant)

Skills/Knowledge: Each of the skills listed below should be considered within the context of equality issues, embracing race, gender, disability, poverty and individual educational needs.

INTERPERSONAL SKILLS

To be able to communicate and co-operate effectively by:-

- Establishing and maintaining good relationships, in partnership with pupils, parents and colleagues.
- Being aware of the school environment, including links with the local community.
- Using teaching strategies which develop pupils' language, literacy and collaborative study skills.
- Exploiting opportunities to develop the personal, social and cultural development of pupils.
- Developing appropriate social values and standards through one's own personal and professional conduct.

MANAGEMENT AND ORGANISATION

To be able to manage and organise effectively by:-

- Creating a purposeful, orderly, supportive and stimulating environment for pupils' learning.
- Matching teaching to children's individual needs so that one's own and pupils' time is used effectively.
- Using a variety of teaching styles, including whole class, group and individual approaches in which clear targets are set for pupils' learning.
- Identifying and providing for pupils with individual educational needs, through the application of Individual Learning Plans (ILPs).
- Establishing and maintaining consistently high expectations of pupil behaviour through well-focused and well-paced teaching.

CURRICULUM

To be able to teach effectively and to ensure continuity by:-

- Using a cross curricular approach that is grounded in the development of basic skills.
- Planning, delivering and assessing learning activities so as to inform future planning.
- Coverage of the National Curriculum programmes of study, Religious Education and cross-curricular work.
- The assessment recording and reporting of pupils against both teacher and attainment targets.
- Being clear about what works to accelerate progress

PROFESSIONAL DEVELOPMENT

To be able to undertake Professional Development by:-

- Demonstrating self-awareness of professional needs, and undertaking any relevant training including induction.
- Establishing effective working relationships with colleagues, being responsible for the deployment of support staff, involving them in the management of learning.

EXPERIENCE/QUALIFICATIONS/TRAINING

- To have trained as a teacher for the appropriate Primary/Nursery age group.
- To have taken part in ongoing continuous professional development.