

# Chepping View Primary Academy



<b>Job title</b>	KS2 PPA Teacher
<b>Grade</b>	MPS - Depending on experience and qualifications
<b>Hours</b>	Part time 3, 3.5 or 4 days (with some level of flexibility)
<b>Contract type</b>	Permanent
<b>Starting date</b>	1 <sup>st</sup> September 2023
<b>Closing date</b>	5 <sup>th</sup> June 2023
<b>Interviews may be offered prior to the closing date, upon receipt of an exceptionally strong application</b>	

***Are you ready to join our expanding team and become part of something very special and rewarding?***

Chepping View Primary Academy is seeking to appoint a motivated and enthusiastic part-time KS2 PPA Teacher, who will have excellent teamwork and communication skills, boundless patience, resilience and the ability and enthusiasm to make a difference.

**We offer:**

- Children who are keen to learn
- A dedicated and enthusiastic staff team to work with
- Teamwork on planning
- Excellent continuous professional development
- Prospects for career development across our small local MAT
- A 75% discount on wrap around care for pupils of staff
- Children of staff featured in our admissions code
- One wellbeing day off a year for staff in post for a year or more



***Chepping View Primary Academy and the Inspiring Future's Partnership Trust are committed to safeguarding children, promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Online searches will be completed prior to shortlisting and an enhanced DBS and qualifications check will be carried out upon appointment of all successful candidates.***

## About us:

Chepping View Primary Academy is an extremely popular, large 2 form entry, oversubscribed primary academy with an ambitious curriculum that includes Forest School. We are also a Behaviour Hub Lead School which involves our staff supporting other schools and leaders in the surrounding counties and locally, and are part of Inspiring Futures Partnership Trust.

## Values and Ethos

### Values Statement

**‘Everybody Matters at Chepping View’ underpins the school’s culture and behaviour. This means that Chepping View Primary Academy:**

- Safeguards all members of the academy community, ensuring that the academy is a safe and secure learning and working environment
- Values, respects, and embraces the diversity of our community and the world in which we live
- Is aspirational for all pupils, providing them with a broad, rich, engaging, and challenging curriculum
- Meets the individual needs of the children and families that attend our academy
- Has high expectations of the whole community
- Promotes British Values in everything that we do
- Works closely with all academies within the Inspiring Futures Partnership Trust
- Works within the wider community, including supporting other schools, to ensure their children have access to an excellent education

### Ethos

At Chepping View we believe that every child has the right to an outstanding education and should take responsibility for their learning and behaviours. We promote our ethos through ‘Creating Excellent Learners’, known as the 5 Rs which are embedded throughout academy life:

- **Resilience:** Pupils are encouraged to never give up by managing their distractions, persevering, being attentive and making links. They are taught to self-regulate their emotions, learning to recover from setbacks and tackle challenges in a positive and healthy way
- **Relationships:** Pupils are encouraged to build relationships within their academy journey, ensuring they are well prepared for the next stage of education and life in their community. Adults model and promote positive relationships with children and each other. Pupils can work alongside others by teaching them to collaborate, respect, empathise and communicate well
- **Reflectiveness:** Pupils are encouraged to reflect on what they do and why they are doing it, the impact of this and what they might do differently next time. Adults support children to develop reflectiveness in all aspects of their learning. Pupils are encouraged to learn how they learn and behave best through discussing, planning, reviewing, and coaching

- **Resourcefulness:** Pupils are encouraged to meet challenges in a variety of ways, learning to find quick and clever ways of overcoming difficulties. Adults support children to draw upon their unique abilities and promote a creative approach to problem solving. Pupils learn what to do when they have a problem through questioning, making links, imagining, reasoning, and looking
- **Risk-Taking:** Pupils are encouraged to overcome barriers by being flexible, fearless, brave, adventurous and by demonstrating strength and endurance. Pupils are supported to take risks safely and develop confidence to be able to cope with challenging situations

## Welcome from the Co-Principals

**Welcome to Chepping View Primary Academy where we strongly believe our school motto that “Everybody Matters” and all of our staff work hard to ensure that every child receives an excellent education.**

**The pupils, staff and Trustees of Chepping View are all very proud of our highly successful and oversubscribed two form entry school which sits at the heart of its local community and is part of the Inspiring Futures Partnership Trust.**

Chepping View is set in large grounds, with plenty of green spaces including a field and a meadow for outdoor learning. The academy provides children with a wide range of stimulating and innovative learning opportunities, such as using our DT room for cooking and playing sport on the Astroturf.

We aim to ensure our pupils develop enquiring minds and acquire the relevant skills, attitudes and knowledge to fully prepare them as they progress from Chepping View onto Secondary School and beyond. A wide range of extra-curricular activities are offered so that children can further develop other talents.

As a team, we aspire to be the best we can be and we are committed to providing excellent learning opportunities for all of our children. We believe that every child has the potential to achieve and it is our core purpose to do everything we can to maximise the opportunities for their success. Educating children is a great responsibility and privilege and at Chepping View we readily accept this, working in partnership with parents and carers.

Visitors often comment on the warm and friendly atmosphere at Chepping View and the positive attitude of the children, parents and staff. If you are interested in finding out more about our academy first hand, please book an appointment to visit us.

**Kirsty Elliot and Victoria Morris  
Co-Principals**

## **KS2 PPA Teacher - Job Description**

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This Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards

### **Purpose of the Role:**

- To facilitate and encourage learning which enables pupils to achieve the highest standards; to take
- ownership of and support the shared responsibility for the well-being, education and behaviour of all children
- To treat pupils and staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

### **Set High Expectations**

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils and model the individual Academy motto they are working in as well as that of IFPT.'

### **Promote Good Progress and Outcomes**

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be accountable for the attainment, progress and outcomes of pupils you teach
- Build the Academy's 'Creating Excellent Learners' philosophy into all lessons, to build independence and responsibility for learning within the children.

### **Demonstrate good curriculum and subject knowledge**

- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the Academy context
- Take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects, they teach
- Take all opportunities to develop pupils' oracy and build their subject-specific vocabulary

### **Plan and teach well-structured lessons**

- Ensure effective teaching of whole classes, groups and individuals so that learning objectives are achieved by all, momentum and challenge are established and maintained, and best use is made of time
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Identify precise learning objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- Evaluate their own teaching critically and use this to improve their effectiveness
- Select and make good use of ICT and other learning resources
- Follow the Academy's long-term plans in each subject
- Build on the knowledge and skills developed in the previous year groups and using the Academy's end of phase outcomes to plan these lessons
- Make effective use of outdoor learning wherever possible and appropriate.

### **Adapt Teaching for all pupils**

- Teaching ensures that the pupils' needs are met and there is effective differentiation and challenge in all lessons
- Have a clear understanding of the needs of all pupils, including those with special educational needs; more able; those for whom English is an additional language; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Take responsibility for the accelerated learning of Pupil Premium children
- Take account of, and update EHCP targets and pupil provision maps in conjunction with the SENDCo

### **Make accurate and productive use of assessment**

- Set appropriate, challenging and aspirational expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, in line with academy policies
- Encourage pupils to respond to the feedback where appropriate, reflect on their own progress and emerging needs
- Reflect and assess how well learning objectives have been achieved and use this assessment for future planning and teaching
- Use relevant data from Target Tracker to monitor progress, set targets, and plan interventions and subsequent lessons.
- Use the Academy's end of phase outcomes for non-core subjects to assess pupil progress

### **Manage Behaviour Effectively**

- Set high expectations for pupils' behaviour, establishing and maintaining an excellent standard of discipline through well-focused teaching and through positive and productive relationships
- Follow the academy behavior policies with a focus on positive reinforcement
- Establish and maintain routines and procedures which promote excellent

behaviour both in and out of lessons, including assemblies and moving around the Academy.

- Meet with parents/carers to discuss any issues around pupil behaviour and develop behaviour plans, if needed.

### **Fulfil Wider Professional Responsibilities**

- Prepare and present informative written and oral reports to parents/carers
- Share responsibility for the implementation of Academy policies and practices
- Contribute to the life of the Academy and Trust through effective participation in meetings and management systems necessary to co-ordinate the management of the Academy and Trust
- Establish effective working relationships with professional colleagues across the Trust
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Make a positive contribution to the wider life and ethos of the Academy and Trust, including organising and running a club
- Liaise and work with subject coordinators, SENDCo and year group/phase leaders where needed in order to maintain high standards
- Participate in the organisation of trips and events under the direction of year group/phase leaders
- Take responsibility for a subject area and promote, support and monitor as necessary
- Take an active role in the Academy's appraisal system.

### **Personal and Professional Conduct**

- Liaise with agencies responsible for pupils' welfare
- Be responsible for promoting and safeguarding the welfare of children and young people within the Academy, raising any concerns following Academy procedures.
- Set a good example to the pupils they teach in their presentation and their personal conduct
- Respond in a timely fashion to deadlines, requests for information etc



## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Holds qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Holds post graduate qualifications</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>The ability to deliver high quality education within primary phase</li> <li>Be a good or outstanding primary practitioner</li> <li>The ability to plan, deliver and evaluate appropriate learning</li> <li>To know and understand how effective feedback impacts pupil progress</li> <li>Secure knowledge of the National Curriculum</li> <li>Have secure pedagogy that underpins how children learn</li> <li>Know, understand and have experience of handling child protection and safeguarding</li> <li>Has a passion and a commitment to working in an inclusive Academy</li> <li>Has experience of adapting learning to meet the needs of all children, including those who are disadvantaged, those with special educational needs and those who are more able</li> </ul>	<ul style="list-style-type: none"> <li>Has previous experience teaching within KS1 and/or KS2</li> <li>Has experience of leading a curriculum area</li> <li>Has a thorough understanding of the need to be accountable to parents, governors and other parties and has the necessary skills to undertake this effectively</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>Is a competent and confident user of IT</li> <li>Demonstrates a commitment and a passion for shared, co-operative working and can demonstrate positive team working strategies</li> <li>Proven ability to communicate effectively</li> <li>Experience of establishing positive and professional working relationships</li> <li>Ability to correctly model written and spoken language</li> <li>Have high expectations for all learners</li> <li>Good organisational skills and efficiency</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Enjoys being with and working with children</li> <li>An enthusiastic and optimistic outlook</li> <li>To hold a growth mindset and believe that all children can achieve</li> <li>Reflective and open to feedback</li> <li>Creative in problem solving with a willingness to try new ideas</li> <li>Is flexible, friendly and approachable</li> </ul>	<ul style="list-style-type: none"> <li>Own life experiences in order to enhance the cultural capital of our children</li> </ul>



## Application Process

### Further information:

For more information about our Academy please visit our website  
[www.cheppingviewprimaryacademy.org/Office/Job-Vacancies/](http://www.cheppingviewprimaryacademy.org/Office/Job-Vacancies/)

We would strongly recommend requesting an informal discussion with the Co-Principals and/or to arrange a tour around the Academy: Tel: 01494 535564 or email:  
[office@cvpa.school](mailto:office@cvpa.school)

### Visits:

Visits to the Academy are warmly welcomed but need to be arranged in advance.  
Please email: [office@cvpa.school](mailto:office@cvpa.school) or call: 01494 535564 to arrange a visit.

### How to apply:

Interested candidates should complete the attached IFPT application form, which includes a personal statement that should outline your suitability for the post by referring to the job description and person specification detailed above.

Please email completed applications, with a covering letter to Co- principals Kirsty Elliot and Victoria Morris at: [office@cvpa.school](mailto:office@cvpa.school)

Closing date for applications: **Monday 5<sup>th</sup> June 2023**  
Start date: **1<sup>st</sup> September 2023**

**Please note that we reserve the right to interview upon receipt of strong applications prior to the deadline.**

***Inspiring Futures Partnership Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Online searches will be completed prior to shortlisting and an enhanced DBS check will be sought from the successful candidate.***