

# Primary PPA Teacher

## Job Description and Person Specification

### Salary & hours

Actual annual salary 0.66FTE £21,816 – Full time equivalent £33,055 – with effect from 01 September 2025

### Primary Objective

To deliver high-quality, engaging, and creative lessons across the primary phase that motivate and inspire pupils, fostering curiosity, resilience, and a love of learning. The PPA teacher will uphold the highest standards of safeguarding and wellbeing, while promoting positive behaviour and inclusion for all learners. Through enthusiasm, adaptability, and innovative practice, they will ensure continuity of learning, contribute to pupil progress, and support the holistic development of every child in line with the school's values and curriculum aims.

### Roles and responsibilities – Pupil development & wellbeing

1. Commit to and promote the approaches of Consciousness-based Education (training will be provided)
2. Form and maintain appropriate, professional relationships and boundaries with the pupil and parents.
3. Contribute to the health and wellbeing of the pupil
  - Understand and respond positively to the varying needs of the pupils
  - Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and to develop self-reliance and positive self-esteem
  - Recognise signs of pupil discomfort/stress and offer reassurance
  - Report illness, or suspected, to the appropriate staff
  - Report safeguarding concerns to the appropriate staff
4. Be aware of, and implement as necessary, strategies to assist the pupils to respond positively to challenges, promoting resilience, independence and a growth mindset
5. Employ strategies agreed by school to raise self-esteem, such as rewards systems



### **Roles and responsibilities – Teaching & learning**

1. Deliver high quality lessons, in line with the school's curriculum and policies
2. Adapt teaching to meet the needs of pupils of differing ages, abilities and learning styles
3. Manage classroom behaviour effectively, fostering a positive, safe and stimulating learning environment
4. Promote high standards of literacy, numeracy and oracy, regardless of the subject taught
5. Assess pupils' progress through observation, live marking and assessments, feeding back to the class teachers
6. Contribute to monitoring and tracking of pupils' attainment in line with school procedures
7. Provide constructive feedback to pupils that helps them improve their work and confidence

### **Roles and responsibilities – Professional development:**

1. Learn and regularly practise Transcendental Meditation, and attend any training provided to expand knowledge of Consciousness-based Education
2. Undertake CPD opportunities provided by the school
3. Where appropriate, take part in the professional development of others
4. Take part in the school's appraisal procedures

### **Roles and responsibilities – Personal & professional conduct**

1. Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, including maintaining confidentiality at all times.
2. Have proper and professional regard for the ethos, policies and practices of the school, as outlined during the school's induction process, and maintain high standards of attendance and punctuality

## Person specification

Criteria	Qualities	Essential	Desirable
Qualifications and experience	<p>Qualified teacher status (QTS)</p> <p>Evidence of recent professional development related to teaching and learning</p> <p>Experience with SEND and EAL strategies</p> <p>Evidence of successful classroom teaching in primary education</p> <p>Experience in a cover or PPA role, working flexibility across a school</p> <p>Experience using a wide range of resources, including digital technologies, to support learning</p>	<p>☑</p> <p>☑</p> <p></p> <p>☑</p> <p></p> <p>☑</p>	<p></p> <p></p> <p>☑</p> <p></p> <p>☑</p> <p></p>
Knowledge and understanding	<p>Strong knowledge of the National Curriculum across primary key stages.</p> <p>Understanding of effective teaching and learning strategies.</p> <p>Awareness of how to support and extend the learning of pupils with varying needs and abilities.</p> <p>Understanding of safeguarding and child protection responsibilities.</p> <p>Knowledge of assessment for learning (AfL) approaches.</p> <p>Familiarity with strategies to support behaviour for learning across different age groups.</p>	<p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p>	
Skills and abilities	<p>Ability to inspire and engage pupils across different ages and subjects.</p> <p>Strong classroom and behaviour management skills.</p>	<p>☑</p> <p>☑</p>	



	<p>Ability to adapt teaching to meet the needs of individual learners.</p> <p>Excellent communication and interpersonal skills with pupils, staff and parents.</p> <p>Effective organisational and time management skills.</p> <p>Ability to work collaboratively as part of a team.</p> <p>Confidence in teaching specialist areas (e.g., PE, music, computing, art).</p> <p>Ability to contribute to enrichment activities, clubs, or wider school life.</p>	<p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p>	<p>☑</p>
Personal qualities	<p>Ability to evaluate own learning needs and actively seek learning opportunities.</p> <p>An ability to approach the management of challenging behaviour with sensitivity and patience and via a team-based approach.</p> <p>Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with disabilities.</p> <p>The ability to explain things clearly to support learners in making exceptional progress.</p> <p>The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.</p> <p>The ability to relate well to both children and adults.</p> <p>High expectation of self and pupils</p>	<p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p> <p>☑</p>	
Ethos	<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p>	<p>☑</p>	



	High expectations for children's attainment and progress	<input checked="" type="checkbox"/>	
	Evidence of understanding and commitment to inclusion and respect for pupils' individual differences.	<input checked="" type="checkbox"/>	
	Commitment to key school plans, policies and procedures, especially the Health and Safety Policy, Child Protection and Data Protection	<input checked="" type="checkbox"/>	
	A commitment to maintaining confidentiality at all times	<input checked="" type="checkbox"/>	

**All appointments are subject to satisfactory references and enhanced DBS clearance.**