

# PPA Cover Teacher

## Job Description & Person Specification

### Job Description

Responsible to: Headteacher & Leadership Team

Braywick Court School in Bray, Berkshire is looking to appoint an inspirational and dynamic EYFS PPA Cover teacher to be a part of our committed and forward thinking team. This role is a part-time post (1 day per week initially) and is available from 1<sup>st</sup> September, 2014.

### Purpose of the Job:

- To teach and assess a class of Reception pupils during the class teacher's non-contact time.
- To inspire all children to reach their full potential.
- To assist BCS Governors and SLT with developing outstanding practice in the (revised) EYFS curriculum and assessment arrangements as applicable to Reception pupils in a 4-11 setting.
- To contribute to the wider development of the school via support for enrichment activities.
- To support and drive high expectations, the ethos, aims and values of the school.
- To uphold all school policies and procedures and promote the good name of the school.
- To promote the use of current and emerging technologies creatively and positively to enhance learning.

### Working Hours

The core working hours for teachers are 7:45am - 4:30pm during term time, plus attendance at all staff meetings and other school events for example induction days, school productions, residential trips, parent consultation evenings. Obviously you will be required to vary these hours as and when the volume and nature of the work demands this. You will be required to attend all staff training (Inset) days and to be available to work as reasonably requested by the Headteacher.

### Specific Duties:

Plan teaching to achieve progression in pupils' learning through:

- Identifying clear teaching and learning objectives for the pupils, and deciding how they will be taught and assessed, including the teaching of phonics.
- Setting tasks which challenge the pupils and ensure a high level of interest, attention, participation and well-being.
- Setting appropriately high expectations.
- Setting clear targets building on prior attainment.
- Identifying the needs of individuals and groups within the class, taking note of individual education plans and liaising with the SENCO as required.
- Making effective use of assessment data and information when planning lessons.
- Planning opportunities to contribute to pupils' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development.
- The effective use of Learning Support Assistants time as appropriate.
- The effective use of resources promoting and driving the use of ICT resources.

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### **Teaching and Class Management:**

- Liaise effectively with the Headteacher in pursuing teaching and learning excellence with pupils.
- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- Manage pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- use a variety of teaching methods to:
  - structure information well, including outlining content and aims and summarising key points as the lesson progresses
  - instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
- Select appropriate learning resources for pupils and develop study skills through library, technology.
- Drive the use of ICT including iPads in the learning environment and other sources.
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to their age.
- Critically evaluate own teaching to improve effectiveness.

### **Monitor, assess, record, report:**

- Assess how well learning objectives have been achieved and use pupil level data and information to improve specific aspects of teaching via effective planning and delivery of learning experiences.
- Monitor and assess pupils' work and set targets for progress.
- Keep up-to-date and accurate records detailing pupil achievement, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to SLT, governors and parents / carers as required.
- Contribute to the school self-evaluation and improvement.

### **Other professional requirements:**

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices and in particular to development of relevant ICT skills.

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- Liaise effectively with parents and governors as necessary.
- Liaise with school to ensure there is a smooth transition for the pupils across phases and year groups.
- Carry out supervision duties as appropriate.
- Support the school extra-curricular activities.
- In addition, to carry out other duties as reasonably required by the Headteacher.

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	Essential	Desirable
<b>Experience:</b>		
Experience of teaching EYFS and/or Key Stage 1 pupils	✓	
Incorporating high- quality daily outdoor learning (experience in Forest School or Outdoor Education)		✓
Innovative and creative teaching methodologies		✓
Use of technology within the classroom including iPads	✓	
<b>Qualifications / Training:</b>		
A Level passes in two subjects	✓	
GCSE subject passes in English, mathematics and one science subject	✓	
Honours degree from a recognised University		✓
Qualified Teacher Status	✓	
Training in teaching phonics	✓	
<b>Practical Skills and Competencies</b>		
The Class teacher should have knowledge of:		
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) in a Reception/Year 1 class	✓	
The monitoring, assessment, recording and reporting of pupils' progress within the revised EYFS/Key Stage 1 arrangements, including knowledge of the changes in the National Curriculum 2014	✓	
The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, EAL and Child Protection	✓	
The positive links necessary within school and with all its stakeholders	✓	

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Effective teaching learning and assessment strategies when educating Reception/Key Stage 1 age pupils	✓	
Promoting innovative and creative teaching methodologies including technology	✓	
<b>Personal Skills and Attributes</b> Ability to:		
Promote the school's aims positively	✓	
Be patient when working with young children and their parents/carers	✓	
Be resilient in coping with the day-to-day pressures of school life	✓	
Develop good personal relationships within a school team	✓	
Establish and develop positive working relationships with parents, governors and community groups	✓	
Create an engaging and stimulating learning environment	✓	
Be flexible in response to the changing demands of a new and growing Free School	✓	
Work collaboratively as a team member	✓	
Show a commitment to good attendance and excellent punctuality	✓	

This role falls within the category of regulated activity, therefore you will be required to have an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection policies and procedures.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Officer or Deputy Safeguarding Officer.