

Harting CE Primary School

Job Description 2024

PPA Teacher



This job description may be amended at any time, following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require, and in accordance with the school's policies under the direction of the Head teacher. The post-holder is required to fully support the vision, ethos and policies of the school.

The holder of this post is required to plan, deliver and assess learning to a full range of classes across the school through the covering of teacher PPA time each week. The post holder is required to work in close collaboration with the class teachers to ensure consistency of education and approach in effective classroom management.

Values and behaviour

Teachers make the education of their pupils their primary concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers should maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect, and
 - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability.

Teachers must have proper and professional regard for the Christian ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Responsibilities

The post-holder is accountable to their line manager in all matters.

Duties

- Cover PPA across the school, planning, teaching and delivering lessons.
- Set clear and challenging targets that build on prior attainment for each pupil
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and records
- Adapt lessons to meet the needs of all pupils
- Track, evaluate and report on progress towards individual pupil targets
- Mark and monitor pupils' work and set targets for progress; assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving (as appropriate)
- Give every child the opportunity to reach their potential
- Monitor and intervene to ensure positive behaviour and learning behaviours
- Assess how well learning objectives have been achieved and using them to improve specific aspects of teaching
- Manage other adults in the classroom
- Support team commitment with colleagues through collaborative planning, as appropriate

Assessment of Performance

This section relates directly to the relevant teacher standards and sets out the expectations:

1. Pupil Achievement and Standards

Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to develop a positive work ethic.

Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how adapt learning appropriately, using approaches which enable pupils to reach their full potential
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different

stages of development.

- Has a clear understanding and awareness of the needs of all pupils, including those with SEND; those with EAL; those in 'vulnerable' groups; those who are gifted and talented and more able and be able to use and evaluate distinctive teaching approaches to engage and support them.

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, to promote pupil progress, in line with school's feedback policy

Performance Expectations

- Works with other colleagues to calculate key outcomes and progress measures for all classes taught.
- Uses information from previous teaching to plan lessons and ensure teaching meets the needs of each student.
- Assists students in tracking their own progress and supports students in seeking help to ensure progress.
- Uses performance data to analyse progress and identify under achievement of students.
- Plans effectively and applies appropriate teaching strategies to meet the needs of individual students.
- Makes accurate and meaningful assessments, tracks and reports progress.
- Keeps up to date, accurate and thorough records of assessment of students' work, and uses this assessment to inform planning and teaching strategies.

2. The quality of provision

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of relevant subjects and curriculum areas, fosters and maintains pupils' interest in the subject, and address misunderstandings
- Demonstrates a critical understanding of developments in the subject and curriculum areas
- Demonstrates an understanding of and takes responsibility for promoting high standards of literacy and the correct use of standard English

Plans and teaches well-structured lessons

- Imparts knowledge and develops understanding through effective use of lesson time
- Promotes a love of learning and children's intellectual curiosity.
- Plans out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflects systematically on the effectiveness of lessons and approaches to teaching.

- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

Performance Expectations

- Ensures that subject knowledge is thorough and is promoted in classes to engage the interests of students taught
- Delivers well-planned and structured lessons
- Adapts lessons and content to enable all children to reach their full potential
- Ensures that all students develop their skills as learners
- Regularly sets homework in line with school policy and provides feedback to students
- Develops other activities that extend students' learning outside the classroom and their wider interests
- Regularly reviews the success of lessons

3. Behaviour and safety of pupils

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect
- Sets goals that stretch and challenge pupils of all backgrounds and abilities
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils

Manages behaviour effectively to ensure a good and safe learning environment

- Takes responsibility for promoting good and courteous behaviour, in accordance with the school's behaviour policy
- Has high expectations of behaviour
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Follows the school's behaviour policy at all times.

Performance Expectations

- Ensures that expectations are appropriately challenging for all groups and abilities
- Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning
- Ensures good behaviour and co-operation and ensures a mutually respectful learning environment in the classroom and around the school
- Develops a range of skills to effectively engage children across the school
- Maintains an appropriate teacher/student partnership relationship
- Acts as a role model gaining respect and trust from the students

4. Leadership and Management

Fulfils wider professional responsibilities

- Makes a positive contribution to the life and ethos of the school
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploys support staff effectively
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being