**Experienced Teacher – Job Description**

[](http://www.google.co.uk/imgres?imgurl=http://media.cylex-uk.co.uk/companies/1435/6500/logo/logo.jpg&imgrefurl=http://london.cylex-uk.co.uk/company/falconbrook-primary-school-14356500.html&h=114&w=115&tbnid=BXI9EdphOcbaxM:&zoom=1&q=falconbrook+school&docid=3S2RLkmpELkUEM&ei=yQA-VYveDILgaIOMgLgH&tbm=isch&ved=0CHAQMyhFMEU)

**Job Title:** PPA/Intervention Teacher

**Level:** Main Scale

**The role:**

* To deliver consistently good or better teaching and learning and ensure that pupils achieve excellent results.

**Key responsibilities:**

* Plan, resource and deliver lessons to a high standard that ensures real learning takes place and pupils make excellent progress.
* Provide a classroom and school environment that helps all pupils to develop as effective learners.
* Maintain good or better behaviour in own classroom and across the whole school.
* Contribute to the effective working of the school.

**Teaching & Learning:**

* Teach engaging & effective lessons that motivate, and inspire and improve pupil learning outcomes & support strong progress.
* Use regular assessments to monitor individual pupil progress.
* Respond to the outcomes of above (assessments) and action further support or challenge for individual pupils.
* Ensure that all pupils reach age expected standards, or if ‘well below’ ensure that individual pupil’s progress is rapid and sustained.
* Maintain regular and productive communication with parents, to report on progress, share successes and any concerns (in line with school [policies).

**Safeguarding:**

* Value & respect the views and needs of children and young people.
* Have an up to date knowledge if relevant legislation and guidance in relation to working with, and the protection of, children and young people.
* Display commitment to the protection and safeguarding of children and young people.
* Work within organisational policies and procedures.

**Other:**

* Help create a strong school community, characterised by consistent, or5derly behaviour and caring respectful relationships.
* Help develop a primary school culture and ethos that is utterly commitment to achievement.
* Undertake other various responsibilities as directed by the head teacher.

**Experienced Teacher – Person Specification**

**Qualifications:**

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| --- | --- |
| Essential | Desired |
| Qualified Teacher Status (QTS) | Further professional qualification |

**Professional skills:**

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| --- | --- |
| Essential | Desired |
| A proven track record in the consistent delivery of good or better teaching or learning. | Subject / educational area specialism |
| Proven track record in the use of assessment to ensure effective teaching & learning. | Worked on own, or as part of a team, to effect sustainable school improvement |
| Proven track record in planning learning activities that match individual pupil learning needs |  |
| Proven ability in planning engaging lessons that are part of a well thought out journey of learning that effectively & accurately linked to the National Curriculum expectations and to the school’s Curriculum Framework. |  |
| Proven ability to differentiate learning to meet the needs of SEND learners, lower attaining pupils, higher attaining pupils and pupils who may be new to English, in a creative and thoughtful way that support learners to make good progress. |  |
| The ability and drive to ensure that all pupils make rapid and sustained progress in core subjects. |  |
| Successful experience of working effectively with support staff. |  |

**Professional knowledge:**

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| --- | --- |
| Essential | Desired |
| A clear understanding of the Teaching Standards and the drive and ambition to consistently meet these at the highest possible standard | Awareness of how to plan for whole school improvement with reference to own subject or educational area specialism. |
| A strong and demonstrable awareness of the national curriculum and of the standards expected for pupil outcomes. |  |
| A strong and demonstrable knowledge of the role assessment plays in effective teaching & learning. |  |
| A strong and demonstrable awareness of how to match a learning activity to the learning need of all pupils (SEND, lower attaining, higher attaining and pupils who are new to English). |  |
| A clear understanding of procedures and current legislation to safeguard and protect children. |  |
| Knowledge & understanding of how to work effectively with support staff. |  |

**Professional ethos and commitment:**

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| --- | --- |
| Essential | Desired |
| A commitment to own ongoing future professional development | Interest in leading after school clubs |
| High expectations for self, colleagues and pupils |  |
| An understanding of the importance of developing effective professional relationships with parents and carers. |  |
| A firm awareness of the need to conduct self in a wholly professional manner at all times. |  |
| A commitment to supporting & effectively implementing school policies. |  |