



JOB DESCRIPTION

Key Stage 2 Teaching Assistant, Level 3

Temporary post initially for one year, two days per week.

Main Purpose:

To work with pupils, teachers, teaching assistants and support staff, and alongside parents and guardians. The primary focus is to undertake PPA. This means planning and teaching lessons, providing effective verbal and written feedback to pupils (in-line with QEGS Primary School Effective Feedback Marking Procedure), contemporaneously assessing pupil attainment and progress throughout the academic year. To liaise with parents, guardians, academic and non-academic staff, in addition to the pupils, as appropriate and necessary. To carry out break and lunchtime duties, on a rota with other staff. Assistance with the dismissal of a Form Teacher's Form may be required when a teacher is on Coach Duty.

Working Hours

Term Time hours: Part-time, term-time. 08.30 to 15.50

Key Duties

- Use and amend planning for curriculum subjects in order to provide PPA cover for staff in KS2.
- Provide effective verbal and written feedback for the lessons undertaken.
- Assess pupil attainment and progress in the lessons taught.
- Liaise, providing information where necessary, with parents, guardians, teaching staff, support staff and other relevant professionals as appropriate and necessary.
- For identified groups in Mathematics and English, for example low and high attainers: teach, modify and adapt, as necessary, activities for individuals and small groups (in-line with Primary School Priorities) under the direction and supervision of a teacher. Read and follow the planning of the teacher prior to the lesson. Ensure that the teacher has provided the necessary resources. Assess, record and report on development, progress and attainment of interventions provided with the Form Teacher to ensure that the future planning of the teacher is well informed. Liaise with the SENDCo if directed.
- Support pupils' social and emotional well-being, reporting problems to the Form Teacher.
- Provide support to pupils with learning, behavioural, communication, social, sensory or physical difficulties as required.
- Provide support to pupils where English is not their first language in-line with school policy and supervision of English Subject Leader.
- Support parents and guardians with their child's learning and contribute to meetings with parents/guardians in order to provide constructive feedback on pupil progress/achievement and next steps.
- Provide short-term cover supervision of classes
- Be responsible for the preparation, maintenance and control of stationery, stocks of materials and resources.
- In the future it may be necessary to assist pupils with learning difficulties with eating, dressing and hygiene, whilst encouraging independence
- Be responsible for the presentation of some displays and photocopying.
- Break and lunchtime duties shared with teaching staff.
- Dismissal of KS2 classes into lunch at 12:15.
- Dismissal of a Form should the Form Teacher be on Coach Duty.
- Other reasonable duties and tasks may be required as stipulated by the line manager.

Knowledge, Skills and Experience	
<ul style="list-style-type: none"> Achieved HLTA, Level 3. Demonstrate specialist skills as appropriate. Knowledge and compliance with whole school policies and procedures relevant to child protection and health and safety. 	
Knowledge	<ul style="list-style-type: none"> Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g. additional needs, curriculum area), including planning, preparing and delivering specified work to groups and classes. HLTA NVQ Level 3 or higher, plus additional knowledge in specialist area.
Mental Skills	<ul style="list-style-type: none"> May be involved in planning, organising and developing individual education plans for use in 1:1 or small group sessions. Will need to be able to plan, amend and use schemes of work when covering PPA. Will be required to use initiative to adapt and amend teacher planning, if necessary, when working with small groups in order for the pupils/ a pupil to make progress.
Interpersonal and Communication Skills	<ul style="list-style-type: none"> Developed skills for communicating with individual, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary are essential. Will need to work with teachers to deliver learning activities, exchange information with the teacher, other staff, parents/guardians.
Physical Skills	<ul style="list-style-type: none"> Prepare equipment and resources, for example iPads.
Initiative & Independence	<ul style="list-style-type: none"> Work alone, or under the direction of a teacher, in delivering specified learning activities to individuals, groups and/or whole classes. Read plans, prepare and deliver learning, assesses records and report on development, progress and attainment of all pupils, in addition to specific pupil SEND or AGT needs.
Physical Demands	<ul style="list-style-type: none"> Combination of standing, sitting or walking. Requirement for standing and/or working in awkward positions, for example sitting on low chairs.
Mental Demands	<ul style="list-style-type: none"> In the future, as SEND pupils transition from KS1 to KS2, one may have to work with individuals, groups and whole classes of pupils that require mental and sensory concentration; work is regularly interrupted, although this does not normally require switching from one activity to another. Medium periods of concentrated mental attention for reading and evaluating planning.
Emotional Demands	<ul style="list-style-type: none"> Occasionally may be may be exposed to emotionally demanding behaviours and situations as a result of attending to a pupil's personal needs and assisting with behaviour management.
Responsibility for pupil wellbeing	<ul style="list-style-type: none"> Under the direction of a Form Teacher, take responsibility for assessing a pupil's overall learning needs in a specialist field. Subsequently provide learning activities for individuals and small groups of pupils, including adjusting lessons and other activities.
Responsibility for supervision	<ul style="list-style-type: none"> Providing lesson cover for KS2 teachers and curriculum leaders, in order for them to have PPA and, with regards to the latter, for them to carry out directed tasks in relation to the Primary School Priorities. Break duty and lunch time dismissal of pupils.
Responsibility for Resources	<ul style="list-style-type: none"> Responsible for selecting and/or ordering supplies, under direction.

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Responsibility for Physical, and Information Resources	<ul style="list-style-type: none"> Responsible for the careful and safe use of allocated school ICT equipment. Recording confidential pupil data.
Working Conditions	<ul style="list-style-type: none"> Some exposure to unpleasant conditions such as noise. Outdoor duties.
Personal Qualities	
Liaising and communicating effectively with stakeholders in the School (including pupils, colleagues, line manager, parents and governors).	
Remain respectful towards colleagues. This means one should not shout, swear, insult, gossip or conduct oneself in a manner that is contrary to the School's expectations on behaviour.	
Successfully manage conflicts, misunderstandings and disagreements.	
Understand that the school has a grievance procedure for airing any concerns and to follow procedure.	
Observe that all staff set an example to everyone in the school community.	
Seek line manager support where necessary and appropriate.	
Reflect on the effectiveness of professional relationships and identify where improvements can be made.	
Code of Conduct and Conditions	
Absences and Lates to reported to the line manager before 08:30 on the day of absence/ late attendance.	
Staff to behave in a courteous and respectful manner to fellow staff and visitors to the School.	
InVentry system to be used when arriving to and leaving from work.	
Staff lanyards to be worn at all times in accordance with the School Safeguarding Policy.	
All school emails require an acknowledgment within 48 hrs.	
Telephone calls and verbal conversations with colleagues and parents to be held in a respectful tone.	
Any ill-feeling or disagreements with other staff members to be dealt with promptly either informally or via the School's grievance procedure; negative atmospheres are not welcome and disagreements should be dealt with before they escalate unnecessarily.	
Maintain confidentiality regarding School matters.	

Signed:

Print Name:

Date: