



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

TEACHING ASSISTANT WITH A SPECIALISM FOR SUPPORTING DEAF STUDENTS

JOB DESCRIPTION

JOB PURPOSE

To contribute to the development of a strong and effective Academy with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the Academy into the wider community.

JOB SUMMARY

1. Work with teachers to support the learning, educational progress and inclusion of students with a hearing loss and/or other SEND needs, with the aim of narrowing any attainment gap they have with peers.
2. Give assistance to students with a hearing loss so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of Academy life.
3. Give assistance to students with SEND needs so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of Academy life.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support the Teacher in Planning, Delivery and Evaluation of Lessons

- 1.1 Work in partnership with teachers in the planning of lessons including the adaptations of materials and support SEND and/or deaf students to be included and make progress.

2 Support the Delivery of Learning by:

- 2.1 Supporting deaf students' access to the curriculum and participation in the life of the Academy by using total communication.
- 2.2 Providing support as agreed with the mainstream teacher (and Teacher of the Deaf). This may include pre-tutoring support to ensure a student has the necessary knowledge and familiarity with the vocabulary and concepts used in the lesson. It may also involve post-tutoring to check understanding and reinforce key learning points.

- 2.3 Obtaining and using the agreed learning resources and adapting resources and teaching materials as necessary so that the student is able to have full access to lessons and achieve the objectives set for them.
- 2.4 Supporting deaf students in following instructions using total communication.
- 2.5 Using praise, assistance and encouragement to motivate the student and to help them stay on task.
- 2.6 Supporting the student's understanding of any follow up tasks set by the teacher.
- 2.7 Supporting deaf students to take lesson notes for revision, recall and recap purposes.

3 Support the Class or Subject Teacher in Evaluating the Deaf Student's Learning and Access by:

- 3.1 Providing constructive feedback to the teacher on the how the deaf student has responded to the lesson.
- 3.2 Discussing with the teacher any difficulties experienced in providing the support the student needed.
- 3.3 Reporting on student engagement in lessons and working with SENDCO and Teacher of the Deaf to troubleshoot any issues .

4 Implement Individual Learning Programmes

- 4.1 Support the development and implementation of individual learning programmes focused on delivering priority learning targets for the student. (These might include work in the areas of language, literacy, numeracy and personal, social and emotional development as required). This will be achieved by:
 - i. Working with the class teacher, Teacher of the Deaf and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the student.
 - ii. Delivering the agreed programmes, under the guidance of the SENDCO, teacher and the Teacher of the Deaf.
 - iii. Providing feedback to relevant colleagues about students' engagement and progress towards targets and the effectiveness of the programme.

5 Report on Student Progress

- 5.1 Observe and report on students' progress, by gathering information about their knowledge, skills and understanding and by supporting teachers in evaluating teaching strategies and interventions.
- 5.2 Work with SENDCO, teachers and Teacher of the deaf to set new learning targets and formulate new learning programmes.
- 5.3 Contributing to Maintaining Student Records
- 5.4 Contribute to the maintenance of student records as agreed with the teacher and help to maintain the record keeping system.

6 Using Technology to Support Learning

- 6.1 Support the use of assistive listening devices and other listening technology to promote student's learning by:
 - i. Checking students' personal hearing technology is functioning.

- ii. Taking steps to ensure any problems with equipment are dealt with as quickly as possible.
- iii. Making sure that the technology is available and functioning and promptly informing the teacher/technician if there are any problems.
- iv. Checking the technology is switched on and ready for use and undertake basic maintenance and repairs.
- v. Support the student and staff in the use of technology encouraging students to use the equipment independently.

7 Support Emotional and Social Development

- 7.1 Support positive behaviour giving praise and encouragement as appropriate to build confidence and self-esteem.
- 7.2 Provide support to enable the student to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
- 7.3 Encourage students to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
- 7.4 Observe how students express their feelings, emotions and relate to others and feedback to the teacher recording any findings accurately.
- 7.5 Encourage positive deaf identity and self-advocacy of deaf students
- 7.6 Deliver programmes designed by specialists to support this area as appropriate.

8 Listening Environment

- 8.1 Working with colleagues to ensure the classroom and its layout provides a good listening environment.

9 Liaising with Parents

- 9.1 Support teachers to discharge their responsibility in involving parents by providing information on the student's engagement with learning, interactions with other students and helping to maintain Home-Academy liaison records.

10 Continuing Professional Development

- 10.1 Participate in training and other learning activities to develop the competencies to effectively support deaf students and to ensure knowledge and skills are kept up to date.

11 Other Responsibilities

- 11.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 11.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 11.3 Contribute to the wider life of the Trust and the Star community.
- 11.4 Carry out any such duties as may be reasonably required by the Principal and Trust.

12 Records Management

- 12.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	L3 qualification in Teaching and Learning in Schools, or equivalent.	E	✓	
2.	L2 BSL qualification.	E	✓	
3.	Minimum of L2 English and Maths.	E	✓	
EXPERIENCE				
4.	At least 5 years' experience of comparable work in a similar setting.	E	✓	✓
5.	Experience of working with deaf students.	E	✓	✓
6.	Experience of working with EAL students	D	✓	✓
7.	Experience of trouble shooting technology used by students e.g. hearing aids, radio aids , Cochlear Implant processors.	D	✓	✓
8.	Experience of working with a Speech and Language Therapist.	D	✓	✓
9.	Experience of KS3 and GCSE English, Maths and Science curriculum	D	✓	✓
10.	Experience of mentoring teenagers	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Knowledge and application of deaf awareness.	E	✓	✓
12.	Ability to support students whilst harbouring their independence.	E	✓	✓
13.	Ability to communicate and interact effectively with students, staff and parents.	E	✓	✓
14.	Ability to understand and contribute to educational programmes.	E	✓	✓
15.	Ability to deal with emotional and behavioural needs.	E	✓	✓
16.	Understand the importance and value of planning and evaluation of learning activities.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
17.	Create resources to be used to develop literacy and numeracy skills.	E	✓	✓
18.	Knowledge and understanding of the specific issues surrounding a deaf young person's social, emotional and mental health.	E	✓	✓
19.	Knowledge and understanding of how deaf children and young people learn effectively.	E	✓	✓
PERSONAL QUALITIES				
20.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
21.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
22.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
23.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
24.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
25.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
26.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓