



Location: Tupton Hall School, Station New Road, Old Tupton, Chesterfield S42 6LG

Salary: Redhill Academy Trust Pay Scale, Band 8, Scale Points 36 – 40

Hours of work: 12 hours per week, term time only

Responsible to: SENDCo

Post objective: To be responsible as part of a multi-disciplinary team for the care/and welfare and communication needs of students with a hearing loss. To enable deaf students to participate in learning activities and implement structured learning programmes.

Main Duties and Responsibilities:

PURPOSE OF THIS ROLE

To be responsible as part of a multi-disciplinary team for the care/and welfare and communication needs of students with a hearing loss.

To enable deaf students to participate in learning activities and implement structured learning programmes.

KEY RELATIONSHIPS

The post is managed and responsible to the SENDCO.

The role involves regular liaison with other teaching and support staff in school, parents and families.

The post holder will develop effective working relationships with key external agencies including the Local Authority and Health Authority Support Services

Key result areas include:

To work with students who are deaf or have hearing impairment. Some of these students may communicate using sign language.

It is essential for the postholder to demonstrate an ability and commitment to undertake a comprehensive range of duties within the general level of responsibility of the post and to respond positively to alternative and improved methods of working.

General Responsibilities:

- Support individual and small groups of deaf/hearing impaired students in mainstream classes and in the learning support base, as well as in whole school

or larger group activities such as assemblies, school productions and extra-curricular activities.

- Provide communication support, including note-taking and lip speaking, to individual and small groups of students, conveying the content of any lesson, story, discussion and taking a meaningful form agreed with teachers, other support staff, students, and parents.
- Adjust the communication support according to the needs of the students, the aims of the lesson, the expectations of the students, etc. Part of the support may entail filling in gaps in the student's knowledge, relating new information to previous experience and working through a task with the student, repeating/reinforcing information previously given by the class teacher.
- Identify specific language and conceptual problems which occur within the classroom and link up with support staff who might be able to offer additional help and tutorial support.
- Facilitate communication between the deaf students and hearing students or adults.
- Provide appropriate communication support for assessments and exams (internal and external).

Preparation

- Discuss with the teacher, prior to teaching sessions, the content of the lesson and expectations of the children, highlighting any problems which may arise through the choice of language, presentation, etc.
- Discuss with other support colleagues, the most appropriate means of conveying curriculum and other information; discuss with other support staff difficulties which may arise during the lesson, e.g. new vocabulary, concepts etc.
- Discuss with mainstream staff, the role of Specialist T&L Assistant and her/his interpreting function.
- Prepare materials for other support staff to supplement/complement those already available to suit students.

Supervision

- Supervise deaf/hearing impaired students in the carrying out of tasks set by class and support teachers (e.g. teachers of the deaf), enforcing any rules or guidelines relating to behaviour or discipline.
- Be willing to go on visits, trips and participate in extra-curricular activities.

Planning, Recording and Reporting

- Participate in the planning process; short – medium and long term; curriculum and needs based.
- Record student's progress (against criteria set out in student support plans) and share this information with other members of the team.
- Contribute to annual reviews and reports to parents.

Liaison

- Meet regularly with colleagues within the support team and school.
- Assist the SENDCO to liaise closely with parents and other agencies e.g. social workers, educational psychologists; this may entail attendance at parent evenings, family support groups and annual review meetings.
- Liaise with the teacher of the deaf and other Specialist T&L Assistants in all phases in order to share skills and problems.

Professional Development

- Participate in in-service training in school and within the support service.
- Undertake specific training for a Specialist T&L Assistant, participating in training sessions and meetings arranged for Specialist T&L Assistant on a local, regional and national basis.
- Develop practice for Specialist T&L Assistant role.
- Interpret staff and team meetings if needed.
- Participate in the delivery of in-service training to mainstream colleagues e.g. deaf awareness, signing skills.

ROLE & RESPONSIBILITIES

- To support deaf students during lessons and throughout the school day.
- Ensure lessons are fully accessible to the student. For example, all videos must have subtitles.
- Ensure the students learn in good listening and watching environments.
- Ensure all audiological equipment is working effectively.
- Enable students to fully access the language used in lessons and around school.
- Ensure general and subject specific vocabulary is explained and students understands the key ideas within the lesson.
- Support communication at all times and promote the use of self-help and communication repair strategies
- Clarify and modify concepts and vocabulary to reflecting students' language needs
- Provide additional tutorial support before and after lessons to support learning in identified areas.
- Liaise with the families of the deaf learner and keep them informed on a regular basis. Share information with families so that they can reinforce and support learning at home.
- Monitor and assess the students' learning and feedback to the SENDCO
- To contribute to student support plans and EHCP annual reviews.
- Promote deaf awareness throughout the school.
- Support students to develop meaningful friendships.
- Develop the ability to sign (up to a BSL 2 level) in readiness for the needs of other deaf learners



Tupton Hall School
REDHILL ACADEMY TRUST

SPECIALIST TEACHING & LEARNING ASSISTANT – DEAF/HEARING IMPAIRED STUDENTS

Person Specification

	Essential	Desirable
Qualifications	Teaching Assistant Level 4	Sign Language BSL level 2
Skills and Experience	Main Stream Secondary School Ability to form positive relationships with students / staff / parent and stakeholders Patient and resilient Behaviour management strategies	Previous working with hearing impaired students
Personal Qualities	Enthusiasm Team-working skills Reliability and Integrity Personal Organisation Flexibility Engagement in own continuous professional development	