

Job Description

Job Title	Specialist Teaching Assistant (Supporting Hearing Impairment and Delivering Learning, BSL)
Location	Montgomery Primary School
Reporting to (job title)	Headteacher
Service/Section/School	Support staff
Grade	D

Job Purpose including main duties and responsibilities:

The main purpose of the job is to:

Work under the guidance of the teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. A BSL Teaching Assistant job description entails supporting deaf or hard of hearing child to fully access the curriculum by facilitating communication through British Sign Language (BSL), assisting with access to the curriculum, and ensuring their full participation in learning activities, all under the guidance of the classroom teacher; requiring a high level of BSL proficiency and understanding of specific educational needs of the hearing impairment and the child's individual needs.

To occasionally supervise whole classes during the short-term absence of teachers (i.e. cover supervision) and to respond to questions and generally assist pupils in undertaking set activities when fulfilling this supervisory role.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in oral and written English.

Main duties and responsibilities:

To work under guidance to deliver learning by:

- Being actively involved in the whole planning cycle
- Implementing work programmes
- Undertaking evaluation and record keeping
- Undertaking cover supervision
- Providing specialist SEN, subject, or other support

Interpreting and translating BSL:

Accurately signing and interpreting classroom instructions, discussions, and other information between the teacher and children.

- **Individualised support:**

Providing one-on-one assistance to children with their academic work, including adapting materials and strategies to meet their needs.

- **Small group instruction:**
Leading small group activities using BSL to reinforce learning concepts.
- **Communication support:**
Facilitating communication between hearing impaired children, hearing peers, and staff members through BSL.
- **Classroom adaptations:**
Assisting in modifying learning materials and activities to be accessible to hearing impaired children.
- **Promoting language development:**
Encouraging and supporting deaf students' use of BSL in everyday communication.
- **Liaising with professionals:**
Collaborating with teachers, speech therapists, and other specialists to develop comprehensive support plans for students.
- **Maintaining student records:**
Documenting student progress and observations related to their learning and communication needs.

Essential skills and qualifications:

- **Fluency in BSL:**
Demonstrated proficiency in British Sign Language at a high level, including understanding complex grammar and nuances.
- **Educational background:**
Relevant experience or qualifications in supporting deaf students or a teaching assistant role.
- **Communication skills:**
Excellent written, verbal and non-verbal communication skills to effectively interact with children, teachers, and parents.
- **Adaptability:**
Ability to adjust teaching strategies and materials to meet individual children's needs.
- **Cultural awareness:**
Understanding of deaf culture and the importance of respecting diverse communication styles and inclusion.
- **Safeguarding knowledge:**
Commitment to safeguarding procedures and child protection policies.

Support the teacher by:

- Working with the teacher to establish an appropriate learning environment
- Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems /records as requested
- Undertaking marking of pupils work and accurately recording achievement/progress
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participating in feedback sessions/meetings with parents either alongside the teacher or as directed
- Administering and assessing routine tests and invigilating exams/tests
- Providing general clerical/administrative support e.g. administering course work, producing worksheets for agreed activities etc.

Supporting pupils by:

- Using specialist curricular/learning skills/training/experience
- Assisting with the development and implementation of IEPs
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Promoting the inclusion and acceptance of all pupils within the classroom
- Working consistently whilst recognising and responding to individual pupil needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupils' responses/needs
- Implementing local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
- Helping pupils to access learning activities through specialist support



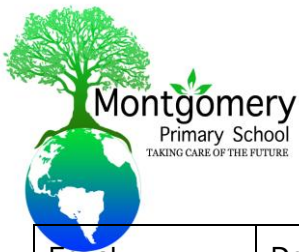
- Determining the need for, preparation of, and maintenance of general and specialist equipment and resources

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attending and participating in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and using these to advise and support others
- Providing appropriate guidance and general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

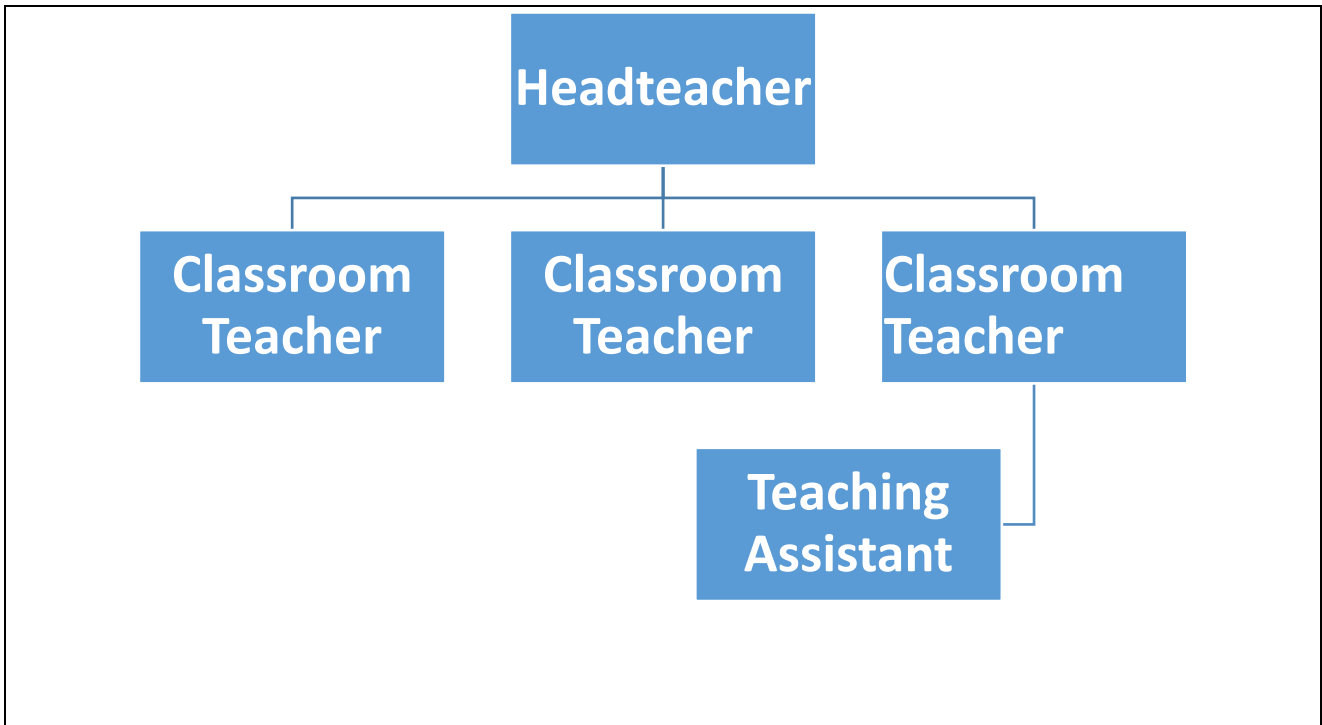
Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management			
Experience	<ul style="list-style-type: none"> • Proven experience of working with children of relevant age in a learning environment. • Experience of working with the national curriculum • Experience of using ICT to support learning 		Application form/interview
Practical Skills	<ul style="list-style-type: none"> • Ability to relate well to children and adults 		Application form/interview
Communication	<ul style="list-style-type: none"> • Ability to fulfil all spoken aspects of the role with confidence and fluency in English 		Interview
Personal Qualities	<ul style="list-style-type: none"> • Able to work effectively in a team 		Application form/interview
Strategic Thinking	<ul style="list-style-type: none"> • Assist in the development of specialist resources and materials 		Application form/interview
Technology / IT Skills	<ul style="list-style-type: none"> • Supporting the use of IT in learning activities and developing pupils competence • Effective use of ICT and other specialist equipment and resources 		Application form/interview
Education and Training	<ul style="list-style-type: none"> • Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework) • Requirement to participate in training/development as/when identified by line manager as essential for performance of the post • British Sign Language 		Application form/interview
Professional Registration			Certificate/Registration



Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.	Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary	OH1
Other relevant factors	Commit and conform to DCC Customer Service Standards	

Structure Chart



1. Supervision and Management:

No Supervision and management is required in this role.

2. Creativity & Innovation:

Working under the guidance within an agreed system of supervision to implement agreed work programmes with individuals or groups of pupils. However, in supervising students, the job-holder will be required to resolve problems as they arise with pupils. These will vary in nature and gravity, and the job-holder will have a range of responses from which to choose.

The postholder will require detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and management and preparation of resources.

3. Contacts & Relationships:

The job holder will liaise sensitively and effectively with parents and carers as agreed with the classroom teacher or SLT. The job-holder will also need to use personal influence and persuasion to encourage pupils to modify their behaviour.

At times the post holder will be required to participate in feedback sessions and meetings with teachers, parents and other multi agency professionals such as social workers, educational psychologists etc.

4. Decisions - Discretion:

Works under the direction of the teacher making decisions about their own work with regards to supporting pupils, more complex decisions are referred to more senior staff as appropriate.

5. Decisions - Consequences:

Decisions made in relation to pupil support will have a material effect on their education. The post holder will use strategies in liaison with the classroom teacher or headteacher to support pupils to achieve learning goals.

6. Resources:

Responsible for general pupil data and administration, with the use of a school laptop that remains on site.

7. Work Demands:



This role requires some multi-tasking and effective time management. The work is often interrupted, directed by pupil/teacher need, but does not normally require switching from one activity to another.

8. Physical Demands:

The role will require the job holder to use normal physical effort, at times working in awkward positions such as sitting on low chairs or pupil height.

9. Working Conditions:

The job holder will work in a classroom environment that will be appropriately lit, heated and ventilated. There may be some exposure to noise, outdoor working and verbal abuse/poor behaviour

10. Work Context:

There will be significant interaction with parents/ carers/ children and as such confidentiality will be required, which could involve working with poor behaviour and sharing off difficult information.

11. Knowledge & Skills:

NVQ 3 or equivalent

Specialist knowledge/skills usually acquired through extended experience or additional training.

Numeracy and literacy skills at least equivalent to level 2 of the NQF.

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation

Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy

Understanding of principles of child development and learning processes, and in particular, barriers to learning

Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes

Ability to effectively use ICT to support learning, or to undertake training to do so

Ability to use other technology to support learning - e.g. video, photocopier etc.

Ability to self-evaluate learning needs and actively seek learning opportunities

Ability to relate well to children and adults, including other professionals/carers



Ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Ability to demonstrate and promote good practice in line with the ethos of the school/organisation

To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these.