

Teaching Assistant in the Deaf Provision

Closing date: Midnight on Wednesday 1st February 2023

Reference: LAY/ 1293

Teaching Assistant for the Deaf Provision

Required for as soon as possible

Location:	Laycock Primary School , Laycock Street, Islington, N1 1SW
Grade range:	Scale 4, Spine Point 8 -11
Salary range:	£27,507 - £28,890 per annum pro rata
Actual salary:	£22,043 – 23,563 per annum plus a SEN allowance of £1,079 per annum
Working hours:	Part Time, 32.5 hours per week, 8:30am - 3.30pm, Term Time Only
Contract:	Permanent

Laycock Primary school is a community school for boys and girls aged 3 to 11 with a two-form entry mainstream and a 68-place resource base for Deaf children. We have a policy of integration and promoting inclusivity across the school which has been very successful. The school's motto is "If you believe it, you can achieve it" and this forms the basis of our philosophy of inclusion of no child left behind. This is underpinned by our high expectations, an exciting curriculum, and a strong focus on well-being and the importance of developing the whole child. The unique inclusivity enables the children at our school to enjoy each other's company, learning early on that diversity is a positive thing. We work hard to instil ambition in all children and to promote the school's values of kindness and unity.

We welcome applicants with a good understanding of working with students who are deaf or who may have additional needs e.g. a visual impairment or ASC. You should be enthusiastic about raising the attainment of the pupils. You will ideally have experience of supporting children with special educational needs or will have a passion to work with students with special educational needs. By being proactive and taking initiative, you are going to be able to build up relationships with students and gain knowledge of a wide variety of needs.

We encourage visits to the school from prospective candidates. To arrange a visit please contact Sue Brownson by email at office@laycock.islington.sch.uk

Closing Date:	Midnight on Wednesday 1st February 2023
Interviews:	During week commencing 6th February 2023 (interviews may also be organised as we receive applications)



How to apply:

- To apply for this post, please visit **www.islington.gov.uk/jobs**
- Completed application forms must be received by Midnight on Wednesday 1st February 2023.
- If you need assistance, please email the HR team at schoolsrecruitment@islington.gov.uk quoting the job reference LAY/1293. For an informal discussion about the role, please contact the school directly.
- Please note that CVs are not accepted in line with Safer Recruitment practices.

Laycock Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to declare.

In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Please note the advertised actual salary is a range based on continuous service, with the maximum range indicating 5+ continuous years with local government/schools. The starting salary will be calculated based on the individual circumstances of the successful candidates.

JOB DESCRIPTION

Grade:	Scale 4, spinal point 8-11
Post:	Teaching Assistant in Deaf Provision
Section:	LAYCOCK PRIMARY
Working hours:	8.30 – 3.30pm, half an hour lunch
Responsible to:	SLT & Teachers

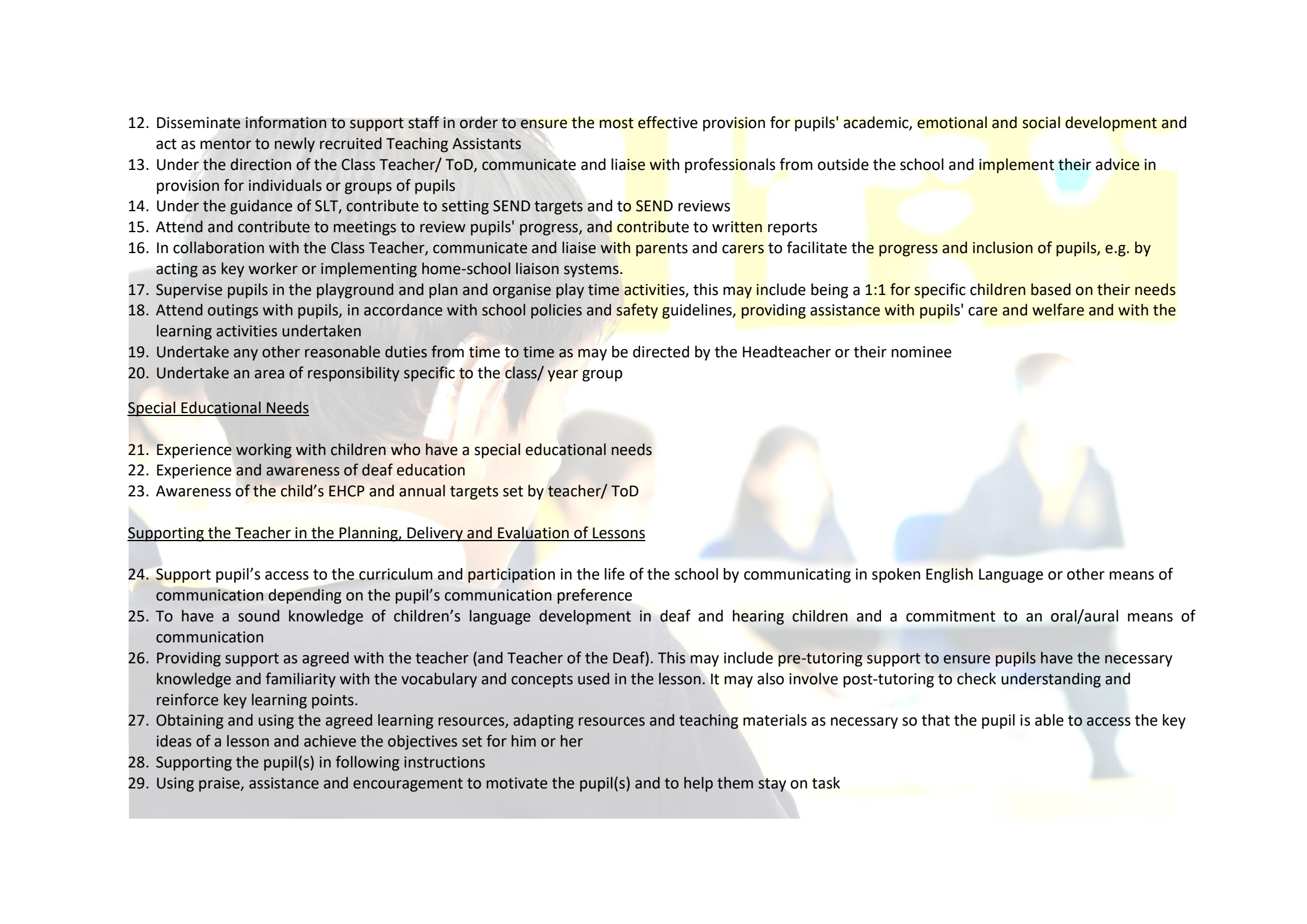
RESPONSIBLE TO: Nursery Teacher Early Years Phase Leader

Purpose of the job post:

To provide support for pupils in the Deaf Provision, the teacher/ ToD and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main duties and responsibilities:

1. Work as part of the staff team at the direction of the Headteacher/Deputy and DP leader
2. SLT/SENCO/Class Teacher to support teaching provision and pupils' learning
3. Under the guidance of the Class Teacher/ ToD, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or Statements of SEN, to help them to achieve to the best of their ability
4. At the direction of the Class Teacher/ ToD, to help to plan and organise learning activities
5. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs
6. Help to achieve all aspects of a child's EHCP
7. Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision
8. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Policy
9. Contribute to programmes of support for identified pupils
10. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed, e.g. assisting with lifting, toileting, etc
11. Communicate and liaise with other members of the school staff and act as coordinator/link person to other teaching assistants

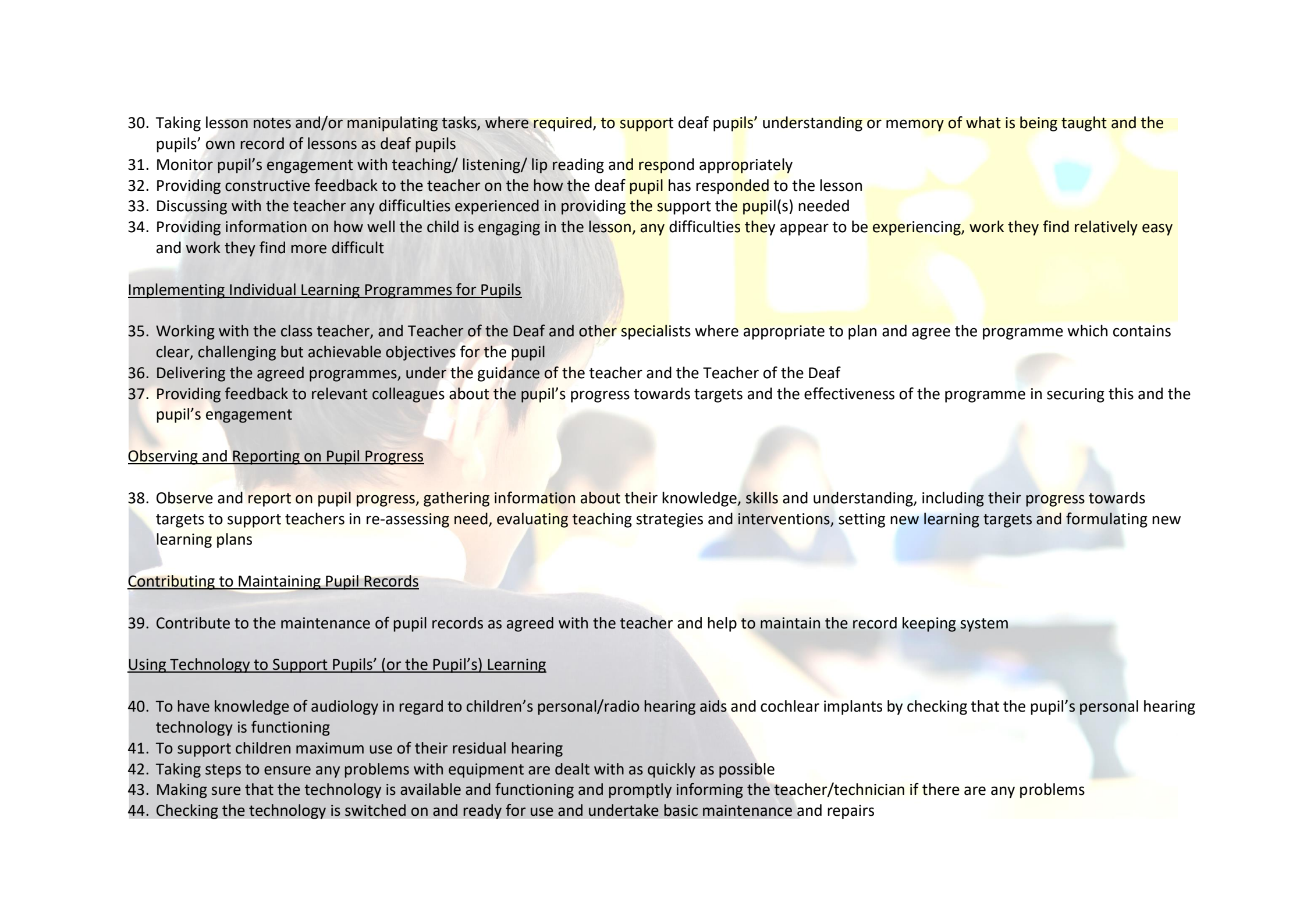
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12. Disseminate information to support staff in order to ensure the most effective provision for pupils' academic, emotional and social development and act as mentor to newly recruited Teaching Assistants
 13. Under the direction of the Class Teacher/ ToD, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils
 14. Under the guidance of SLT, contribute to setting SEND targets and to SEND reviews
 15. Attend and contribute to meetings to review pupils' progress, and contribute to written reports
 16. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as key worker or implementing home-school liaison systems.
 17. Supervise pupils in the playground and plan and organise play time activities, this may include being a 1:1 for specific children based on their needs
 18. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken
 19. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or their nominee
 20. Undertake an area of responsibility specific to the class/ year group

Special Educational Needs

21. Experience working with children who have a special educational needs
22. Experience and awareness of deaf education
23. Awareness of the child's EHCP and annual targets set by teacher/ ToD

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

24. Support pupil's access to the curriculum and participation in the life of the school by communicating in spoken English Language or other means of communication depending on the pupil's communication preference
25. To have a sound knowledge of children's language development in deaf and hearing children and a commitment to an oral/aural means of communication
26. Providing support as agreed with the teacher (and Teacher of the Deaf). This may include pre-tutoring support to ensure pupils have 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.
27. Obtaining and using the agreed learning resources, adapting resources and teaching materials as necessary so that the pupil is able to access the key ideas of a lesson and achieve the objectives set for him or her
28. Supporting the pupil(s) in following instructions
29. Using praise, assistance and encouragement to motivate the pupil(s) and to help them stay on task

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- The background of the document is a blurred photograph of a classroom. In the foreground, the back of a student's head is visible. In the background, a teacher and other students are seated at desks, engaged in a lesson. The lighting is bright, and the overall atmosphere is educational.
- 30. Taking lesson notes and/or manipulating tasks, where required, to support deaf pupils' understanding or memory of what is being taught and the pupils' own record of lessons as deaf pupils
 - 31. Monitor pupil's engagement with teaching/ listening/ lip reading and respond appropriately
 - 32. Providing constructive feedback to the teacher on the how the deaf pupil has responded to the lesson
 - 33. Discussing with the teacher any difficulties experienced in providing the support the pupil(s) needed
 - 34. Providing information on how well the child is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult

Implementing Individual Learning Programmes for Pupils

- 35. Working with the class teacher, and Teacher of the Deaf and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil
- 36. Delivering the agreed programmes, under the guidance of the teacher and the Teacher of the Deaf
- 37. Providing feedback to relevant colleagues about the pupil's progress towards targets and the effectiveness of the programme in securing this and the pupil's engagement

Observing and Reporting on Pupil Progress

- 38. Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans

Contributing to Maintaining Pupil Records

- 39. Contribute to the maintenance of pupil records as agreed with the teacher and help to maintain the record keeping system

Using Technology to Support Pupils' (or the Pupil's) Learning

- 40. To have knowledge of audiology in regard to children's personal/radio hearing aids and cochlear implants by checking that the pupil's personal hearing technology is functioning
- 41. To support children maximum use of their residual hearing
- 42. Taking steps to ensure any problems with equipment are dealt with as quickly as possible
- 43. Making sure that the technology is available and functioning and promptly informing the teacher/technician if there are any problems
- 44. Checking the technology is switched on and ready for use and undertake basic maintenance and repairs

45. Support the pupil(s) and staff in the use of technology encouraging pupils to use the equipment independently

Supporting Children's Emotional and Social Development

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

47. Ensure children can access education and social situations at all times, throughout the school and/or offsite

Continuing Professional Development

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

Behavioural and Pastoral

49. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable

50. Understand and implement school child protection procedures and comply with legal responsibilities

51. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys

52. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children

53. Provide physical support and maintain personal equipment used by the children at the school

54. Administer medication as agreed

55. Undertake medical training appropriate to year group/ class

56. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links

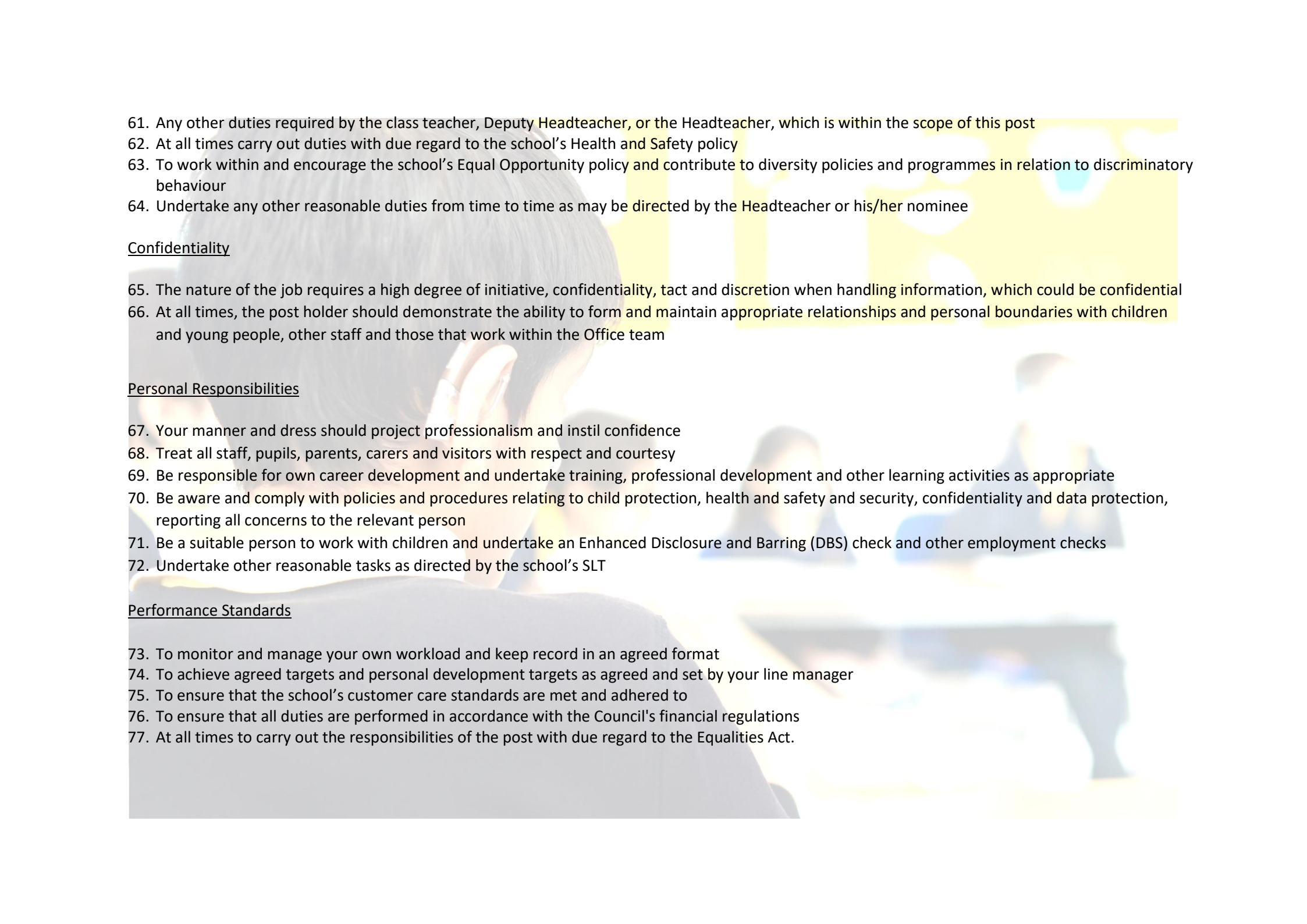
57. Supervise pupils in the playground and plan and organise play time activities

58. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, physiotherapists and any other external professionals that work with children in your class.

Other

59. Work as part of the staff team at the direction of the SLT/Class Teacher to support teaching provision and pupils' learning

60. At the direction of the Class Teacher/ ToD, to help to organise classroom activities, prepare resources and implement strategies for teaching and learning

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- The background of the document is a blurred photograph of a classroom. In the foreground, the back of a person's head and shoulders are visible, looking towards the front of the room. In the background, a teacher is standing and interacting with a group of students who are seated at their desks. The room has yellow walls and a large window.
- 61. Any other duties required by the class teacher, Deputy Headteacher, or the Headteacher, which is within the scope of this post
 - 62. At all times carry out duties with due regard to the school's Health and Safety policy
 - 63. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
 - 64. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee

Confidentiality

- 65. The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when handling information, which could be confidential
- 66. At all times, the post holder should demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children and young people, other staff and those that work within the Office team

Personal Responsibilities

- 67. Your manner and dress should project professionalism and instil confidence
- 68. Treat all staff, pupils, parents, carers and visitors with respect and courtesy
- 69. Be responsible for own career development and undertake training, professional development and other learning activities as appropriate
- 70. Be aware and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the relevant person
- 71. Be a suitable person to work with children and undertake an Enhanced Disclosure and Barring (DBS) check and other employment checks
- 72. Undertake other reasonable tasks as directed by the school's SLT

Performance Standards

- 73. To monitor and manage your own workload and keep record in an agreed format
- 74. To achieve agreed targets and personal development targets as agreed and set by your line manager
- 75. To ensure that the school's customer care standards are met and adhered to
- 76. To ensure that all duties are performed in accordance with the Council's financial regulations
- 77. At all times to carry out the responsibilities of the post with due regard to the Equalities Act.

PERSON SPECIFICATION

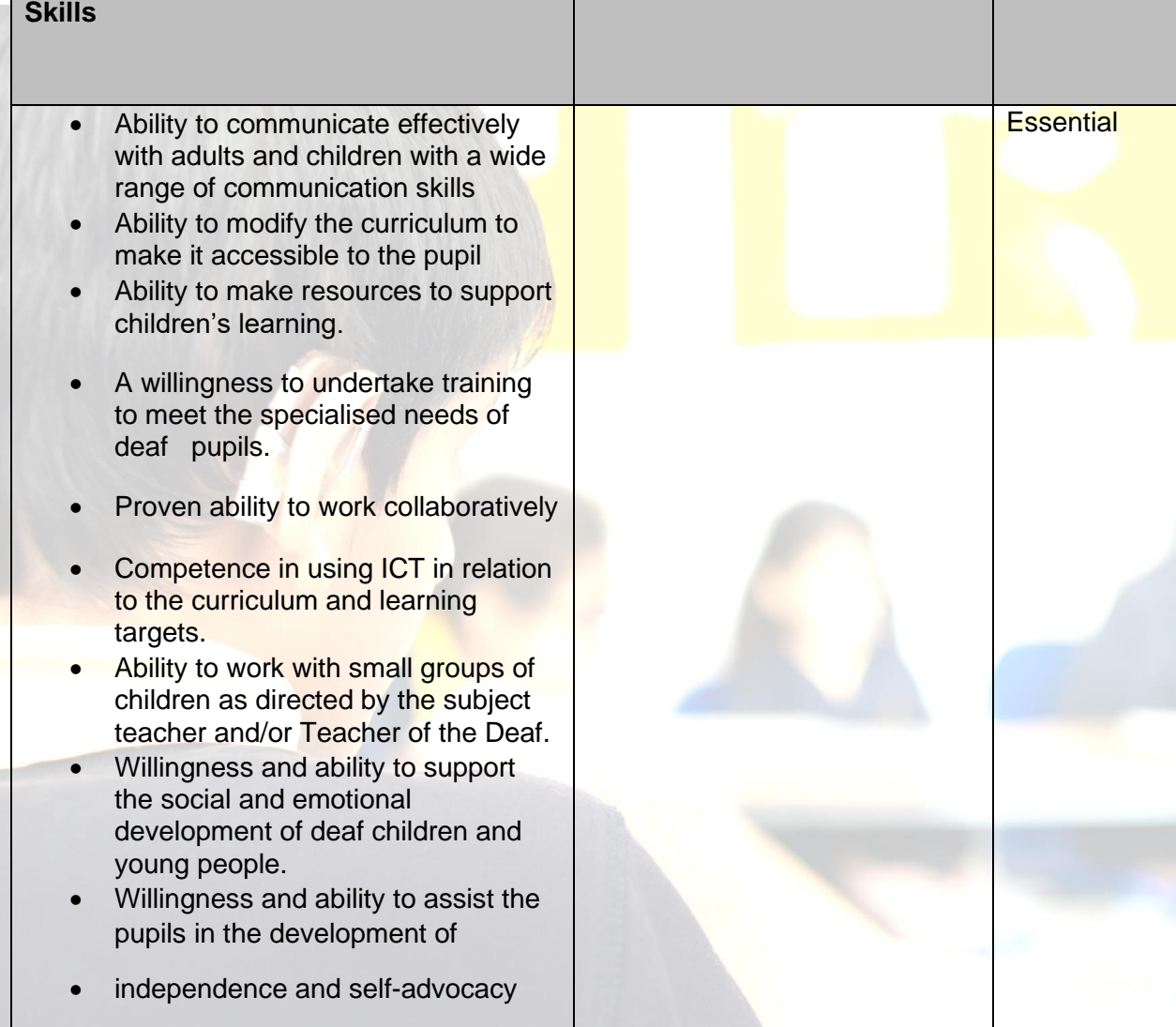
Grade:	Scale 4, spinal point 8-11
Post:	Teaching Assistant in Deaf Provision
Section:	LAYCOCK PRIMARY

Minimum level of qualifications required for this job

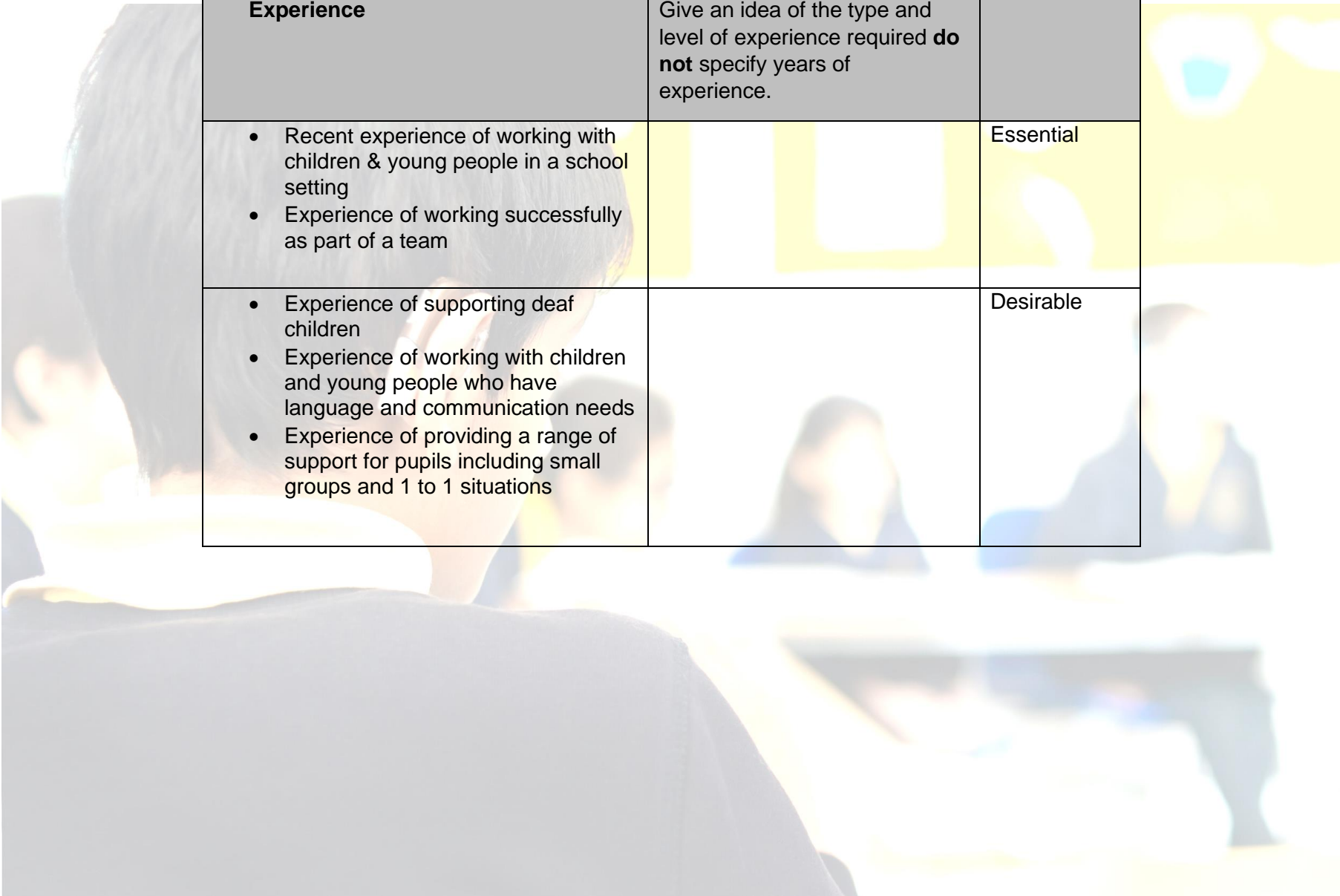
Qualifications Required	Essential/ Desirable
<ul style="list-style-type: none"> 5 GCSEs at A-C or equivalent or evidence of comparable educational attainment 	Essential
<ul style="list-style-type: none"> Higher qualifications Related qualifications e.g. ELKLAN 	Desirable

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
Knowledge		
<ul style="list-style-type: none"> Support deaf children 		Essential
<ul style="list-style-type: none"> National Curriculum 		Desirable



Skills		
<ul style="list-style-type: none">• Ability to communicate effectively with adults and children with a wide range of communication skills• Ability to modify the curriculum to make it accessible to the pupil• Ability to make resources to support children's learning.• A willingness to undertake training to meet the specialised needs of deaf pupils.• Proven ability to work collaboratively• Competence in using ICT in relation to the curriculum and learning targets.• Ability to work with small groups of children as directed by the subject teacher and/or Teacher of the Deaf.• Willingness and ability to support the social and emotional development of deaf children and young people.• Willingness and ability to assist the pupils in the development of• independence and self-advocacy		Essential



Experience	Give an idea of the type and level of experience required do not specify years of experience.	
<ul style="list-style-type: none">• Recent experience of working with children & young people in a school setting• Experience of working successfully as part of a team		Essential
<ul style="list-style-type: none">• Experience of supporting deaf children• Experience of working with children and young people who have language and communication needs• Experience of providing a range of support for pupils including small groups and 1 to 1 situations		Desirable

APPLICATION PROCESS



Completing your application

Completed application forms must be received by **Midnight on Wednesday 1st February 2023**



School visit

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office@laycock.islington.sch.uk

How to apply

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Shortlisting

The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.



References and Safeguarding children

- Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.
- The post will be offered subject to satisfactory completion of pre-employment checks.
- Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.



Interviews

Interview will be held during week commencing 6th February 2023 (interviews may also be organised as we receive applications)

Laycock Primary School in Islington.

The children at Laycock Primary will be inspired, enthused, engaged and active- not only with the power of their learning, but the power of their life choices within our school, community and wider world. We aspire to revolutionise each subject within our curriculum to ensure our children gain cultural capital, a wide variety of exposure to happenings around the world and first-hand experience which is crucial to all learners. Our curriculum has been created based on the individuality of our local area, our community and the current world we live in.

*We **will** prepare our children to ask questions, hunt for answers and base decisions on their moral compass. Our enquiry based, experiential learning **will** ignite and develop our children to embody our school values: aspirational, creative, curious, resilient, respectful and friendly.*

As a school, we have a responsibility to drive towards equality. We believe that the diversity of our school and families strengthens our school's community and ensures we promote, teach and enable equity. We vow to be reflective and stay on top of current issues of the world that we live in. Our curriculum has been inspired by a 'windows and mirror' analogy: we plan and strive to allow opportunities, also known as 'windows', for children to view into the experiences of others. We also plan and strive for representation, also known as 'mirrors', to reflect individuals and ensure our children see themselves in and around our school. This gives us new ways of seeing kinder ways of living and wider ways of being.

Additionally, we pride ourselves on working with and embedding values from the United Nations and British Council to help create active, 21st Century learners being capable and passionate to impact and benefit the future. To achieve this, a large focus of our curriculum has been looking at our curriculum through a 'social justice lens' to ensure that all of our pupils are represented and acknowledged in our teaching to ensure learning is relevant to them as young people living in London.

*Laycock learners **will** break barriers, challenge stereotypes, learn from classic and current role models and understand the importance their decision and actions have on life. We learn about and celebrate over 30 role models throughout our curriculum through an initiative we have named #IAm. Our aim is to eliminate and break any stereotype: we celebrate each and every role model for who they are, not just what they are or have achieved, similar to how we celebrate our children at Laycock. We made a conscious choice to pick role models that represent us: age, race, gender, religion, ability, disability, cultural background, skin colour and more.*



www.laycock.islington.sch.uk



<https://twitter.com/LaycockPrimary>

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