

JOB DESCRIPTION

Grade:	Scale 4, spinal point 8-11
Post:	Teaching Assistant in the 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
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
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
- 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

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Post:	Teaching Assistant in the 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. 		Essential

<ul style="list-style-type: none"> • Willingness and ability to assist the pupils in the development of • independence and self-advocacy 		
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