



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

Teaching Assistant for the Deaf

Derby Hub
Application Pack

CEO WELCOME

Dear Applicant

Thank you for your interest in the vacancy for Teaching Assistant for the deaf across the Derby Hub.

Our vision is to provide an excellent primary education that gives our children the very best chance of succeeding in life. Parents are very important to achieving this vision and we aim to work in partnership with them to ensure that all our children Believe Achieve Succeed (our Trust's motto).

Our aim is to ensure that children at our academies enjoy the best education from the early years to the end of the primary stage. We believe that school should be a place where every child achieves and makes progress in their learning in every subject, in every lesson, and in every school day. We believe in the importance of children developing wellbeing and high self-esteem if they are to learn and do well.

At the Harmony Trust, we value each employee for their contribution to the success of our academies and we do all we can to ensure it is a Great Place to Work. As part of this strategy we:

- Engage staff so they feel valued and listened.
- Communicate so staff feel involved and connected to Trust & Academy priorities.
- Provide a staff benefits scheme to make use of and enjoy discounts and savings in their everyday life.



- Provide wellbeing services and policies to support both staff and their families mental health.
- Offer competitive and progressive salary packages.
- Provide development opportunities, both in access to training and career progression.
- Provide regular opportunities to collaborate, share and shape working practices.

Mr A Hughes, Chief Executive Officer

Ethos & Values

Ethos and values are the elements that create a united organisation and underpin Harmony's success. The Trust has a commitment to:

- Putting its pupils and staff first.
- Raising pupil outcomes.
- Helping children from deprived backgrounds to become the best they can be.
- Implementing the Harmony Pledge for its children alongside the Great Place to Work Strategy in order to enable all to believe, achieve and succeed.

The Harmony Trust has a core set of values:

- Provide excellent primary education that provides breadth and rigour – every child, every subject, every year group, every day.



- Committed to growth, but only when we are confident of success for our children, parents and staff.
- Prepare children for the next stage phase of education and for later life.
- Address challenges facing children and communities around disadvantage and social mobility.
- Ensure that parents are partners in learning and in the life of the Academy and the Trust.
- An organisation where Learning Matters – learning with, from and on behalf of others.
- Believing that outcomes improve when schools invest in their staff and collaboration.

Great Place to Work

From the inception of Harmony Trust, the Trustees have been totally committed to being an employer of choice within the sector.

This commitment has given rise to the “Great Place 2 Work” strategy which is being continuously developed in response to our context and the views of staff.

A key feature of GP2W is to create the optimum conditions for all staff to work so that they experience both job satisfaction and high levels of well-being. Examples of this are:

- The approaches that will provide the Trust with the greatest ability to attract and retain the highest quality teaching and support staff in the academies and a commitment to ensure workforce organisation maximises impact and is sustainable.
- To establish effective professional development opportunities and optimum working conditions for infrastructure staff.
- The Trust's commitment to its employees in terms of their wellbeing and opportunities for professional development and career progression as well as opportunities to work across the Trust
- The Trust's commitment to be locally, regionally, and nationally recognised for the extent and quality of the CPD opportunities and its commitment to continuous improvement in practice for all staff at every level of the organization.
- Supporting high quality leadership development across the Trust, at both senior and middle leader level, including through the Harmony Teaching School Alliance.
- A whole range of HR policies to support employee well-being.
- The opportunity to contribute policy and decision making through termly staff forums with the CEO and/or his representative.
- Growing use of staff surveys to collect feedback in relation to well-being and other staff policies.
- The CEO has an open-door policy.



Job Description

Job Title: Teaching Assistant for the deaf	
Grade/Salary : Grade F SCP 15-20 (£23,953-£26,446 per annum pro rata)	
Location: Initially deployed to Reigate Park Primary	
Responsible to: Principal	Responsible for: N/A

Job Purpose:

- Work under the direction of the Head of Academy, SENDCo and teachers of the deaf to support the learning, educational progress and inclusion of deaf pupils with the aim of supporting enhanced provision to ensure they are fully inclusive within a mainstream provision.
- Work with individual children with mild/moderate/profound hearing loss in accordance with the child's EHCP so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life
- Work with external professionals, SENDCo and Teachers of the Deaf to deliver planned specific programs as part of a child's EHCP
- Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities.

KEY TASKS – Support for Pupils

1. Agreeing, with SENDCo and class teachers, successful strategies for the inclusion of deaf children within the mainstream environment
2. Help to deliver individually tailored programmes of support for deaf children under the guidance of the SENDCo, class teacher and Teacher of the Deaf
3. Ensuring ongoing liaison with class teachers and Teachers of the Deaf in order to monitor each child's progress and the effectiveness of programmes of work

4. Supporting children's emotional wellbeing as well as their emotional and social development by:
 - Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem
 - Providing support to enable the pupils to have the opportunities to participate in all school activities, to make choices and make decisions for themselves
 - Observing how pupils express their feelings and emotions and relate to others and feedback to the teacher, recording any findings accurately
 - Delivering programmes designed by specialists to support this area as appropriate
5. Supporting deaf children and Teachers of the Deaf in the Academy to access learning through the use of British Sign Language, Sign Supported English and visual support materials
6. Support Teachers of the Deaf to deliver the BSL curriculum to hearing and deaf pupils across the school
7. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations
8. Encouraging inclusion within the wider community of the school
9. Promote physical, educational, social and emotional development and learning
10. Provide a secure, caring and enriching environment for children
11. Support children, including supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters.
12. Arrange for first aid to be given, comfort sick children and accompany children to hospital or clinic if appropriate
13. Promote acceptance and inclusion of all children in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher
14. Have familiarity with all relevant EHCPs of SEND pupils and contribute to the Annual Review process
15. Assess identified pupils in and out of the classroom
16. Deliver planned, appropriate experiences for individual children and groups in accordance with the school's planned curriculum policies
17. Support the use of hearing aids and other technology to promote pupils' learning by:

- Checking that the pupils' personal hearing technology is functioning at least on a daily basis
- Taking steps to ensure any problems with equipment are dealt with as quickly as possible
- Making sure that the technology is available and functioning and promptly informing the teacher if there are any problems
- Checking the technology is switched on and ready to use and undertake basic maintenance and repairs
- Support the pupils and staff in the use of technology, encouraging pupils to use the equipment independently
- Liaising with the audiology lead in the academy

KEY TASKS - Support for SENDCo, Teachers and Teachers of the Deaf

18. Work in partnership with the teacher in the planning of lessons including the adaptations, materials and the support deaf children will need to be included and make progress, liaising with the academy SENDCo where appropriate
19. Support the delivery of learning by:
 - Contributing to the planning and preparation of Academies activities and visits
 - Providing support as agreed with the 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
 - Obtaining and using 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 objective set for them
 - Supporting the pupil(s) in following and understand instructions
 - Using praise, assistance and encouragement to motivate the pupils and to help them stay on task
 - Supporting the pupils' understanding of any follow up task set by the teacher
 - Contributing to the development and delivery of targets
20. Helping to organise and participate in meetings with parents/carers
21. Providing constructive feedback to the teacher on how the deaf pupil(s) have responded to the lesson, including 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 challenging
22. Agreeing, with SENDCo, class teachers and Teachers of the Deaf strategies for the successful inclusion of deaf children in the mainstream environment.
23. Supporting Teachers of the Deaf in delivering deaf awareness training for mainstream children and staff

24. Prepare support materials under the guidance of the class teacher and Teachers of the Deaf
25. Contribute to the preparation of classrooms and outdoor areas
26. Display work and information for children and adults
27. Exercise general care and supervision of children during the school day
28. Contribute to the development and delivery of Multi-Element Plans
29. Provide feedback to SENDCo, class teachers and Teachers of the Deaf on identified children and discuss with the teacher any difficulties experienced in providing the support the pupils need.
30. Participate in the planning of learning programmes for individuals and groups of children

KEY TASKS – Support for the School

31. Act in accordance with school policies and procedures and relevant legislation, particularly in relation to Child Protection and Discipline
32. Participate with other team members in the development, planning, implementation and evaluation of learning programmes for individuals and groups of children
33. Participate in the delivery of local and national initiatives
34. Monitor and contribute to the assessment and recording of children's development and be involved in the sharing of this information
35. Attend reviews during normal working hours where possible
36. Participate in, and contribute to, staff meetings and INSET
37. Maintain and develop good working relationships with parents and other adults involved with each child
38. Give general support to school activities
39. Promote the ethos of the school
40. Contribute to the planning and preparation of school activities and visits
41. Help organise and participate in meetings with parents/carers
42. Work with colleagues to ensure that the classroom and its layout provides a good listening environment

43.

Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to all customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors

Person Specification

PERSON SPECIFICATION

Job Title: Teaching Assistant for the Deaf – Level 3

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	<p>GCSE English and Maths grade A-C or CSE Grade 1 or NVQ Level 2 in Literacy and Numeracy</p> <p>NVQ3 for Teaching Assistants or equivalent qualification or experience</p> <p>At least CACPD Level 2 BSL or equivalent (OR A WILLINGNESS TO WORK TOWARDS)</p> <p>CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in schools or willingness to work towards</p>	<p>Paediatric First Aid Certificate</p>	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Experience	<p>Experience of working with children in an educational setting who may have different individual needs and learning styles, in particular with hearing impaired children</p> <p>Experience of preparing/contributing to resources to support learning programmes</p> <p>Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation</p>	<p>At least two years' experience of working as a Teaching Assistant of the Deaf</p> <p>Attendance of relevant courses in the past two years</p>	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Skills & Abilities	<p>Interpersonal skills to build and maintain effective relationships with all pupils and colleagues</p>		<p>AF / I</p> <p>AF / I</p>

	Communication skills to liaise sensitively with parents and carers		AF / I
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		AF / I
	To promote a positive ethos and good role model		AF / I
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these		AF / I
	To continually improve own practice/knowledge through self-evaluation and learning from others		AF / I
	Ability to clearly interpret the curriculum		AF / I
	Ability to work as part of a team and also have the self-motivation to work independently		AF / I
	Ability to work sensitively and purposefully with children		AF / I
	Ability to set and work towards targets which measure the progress of a group of identified pupils		AF / I
	Ability to interpret learning objectives and facilitate these with children		AF / I
	Ability to demonstrate understanding and use of effective behaviour management		AF / I
			AF / I

	<p>Ability to contribute to new developments and implement these in own practice</p> <p>Ability to form good relationships with pupils, staff and parents</p> <p>Ability to evaluate own performance</p> <p>Ability to work alongside other professionals in a positive and conducive manner</p>		AF / I
Knowledge	<p>Knowledge of Interpreting and adapting the curriculum for deaf pupils</p> <p>Knowledge of British Sign Language</p> <p>Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare</p> <p>Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of the principles of child development and learning processes</p> <p>Understanding of equal opportunities and inclusion and how it applies in a school setting</p>		<p>AF / I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>

	Knowledge of the English and Maths Curriculum		
Work Circumstances	To work flexibly as the workload demands Occasional out of hours working to support school functions		I I

Abbreviations: AF = Application Form; I = Interview.

Employment Details

Contract Type

We have a variety of permanent and fixed term roles available on full time or part time basis.

Flexible Working

There are many different types of Flexible Working and The Harmony Trust is open to considering all requests to achieve a good work-life balance - wherever we reasonably can.

Location

This role is a Trust appointment initially deployed to Reigate Park Primary Academy within the Derby Hub. Placement in academies will be based on pupil and staff need.

Pension

Members of Support Staff are automatically enrolled into the Local government Pension which has an employer contribution rate of 21%.

Family Friendly Policies

Our Family Friendly Policies include maternity, partner / paternity, adoption and shared parental leave all with enhanced pay entitlements.

Life Style Savings

There are hundreds of offers and discounts ready to be used on the Lifestyle Savings section of our staff benefits platform in addition to discounted Health Cash Plans, Life Insurance Cover and Cancer Cover.

Cycle to Work Scheme

Join Cycle2work to make big savings on a new bike and benefit from regular exercise and a greener and cheaper commute. Save at least 32% on the cost of thousands of bikes and accessories.

Employee Assistant Programme

Our EAP is free and confidential, offering independent help, information and guidance to you and your immediate family 24/7.

Flu Vaccination

We offer an annual flu vaccination to all staff.

Gym Membership

Corporate gym memberships are available at selected gyms.

Contractual Status of our Benefits

Benefits do not form part of the contract of employment and are subject to change at the discretion of the organization.

How to Apply

The Harmony Trust is committed to safeguarding and promoting the welfare of children and young people and expects all our staff to share this commitment. The successful candidate will be subject to an enhanced DBS and pre-employment checks.

The Harmony Trust values the differences that a diverse workforce brings and is committed to inclusivity, and to employing and supporting a diverse workforce. A diverse workforce is important to us, and for this reason, we request that you complete our [diversity monitoring form](#), which is kept entirely separate from the recruitment process.

Closing Date: Friday 24th June 2022

Please return completed forms via email, ensuring both Part A and Part B are attached to :- derbyrecruitment@theharmonytrust.org