



JOB DESCRIPTION
SPECIALIST LEARNING SUPPORT ASSISTANT
FOR HEARING IMPAIRMENT

RESPONSIBLE TO: The Head of Learning Support

JOB PURPOSE

To work with teachers to support the learning, educational progress and inclusion of a pupil with a hearing impairment, with the aim of narrowing any attainment gap she has with her hearing peers on entry to the School. Give assistance to the pupil so that she can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning in the classroom and other areas of School life.

MAIN DUTIES AND RESPONSIBILITIES

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

1. Work in partnership with the teacher in the planning of lessons, including the adaptations, materials and support the hearing impaired pupil will need to be included and make progress.
2. Support the delivery of learning by:
 - Providing support as agreed with the teacher and the Head of Learning Support. 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 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 her.
 - Supporting the pupil in following instructions.
 - Using praise, assistance and encouragement to motivate the pupil and to help her stay on task.
 - Supporting the pupil's understanding of any follow up tasks set by the teacher.
 - Taking lesson notes, if required, to support the pupil's understanding of what is being said and the pupil's own record of lessons, as she may experience difficulty in lip reading what the teacher says and take notes at the same time.

3. Support the class or subject teacher in evaluating the pupil's learning and access by:

- Providing constructive feedback to the teacher on how the deaf pupil has responded to the lesson.
- Discussing with the teacher any difficulties experienced in providing the support the pupil needed.
- 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 an Individual Learning Programme

4. Support the development and implementation of an Individual Learning Programme focused on delivering priority learning targets for the pupil. (These might include work in the areas of language, literacy, personal, social and emotional development and numeracy as required.) This will be achieved by:

- Working with the Head of Learning Support, class or subject teacher, and other specialists where appropriate, to plan and agree the Programme, which contains clear, challenging but achievable objectives for the pupil.
- Delivering the agreed Programme, under the guidance of the subject teacher and Head of Learning Support
- 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 Progress

5. Observe and report on the pupil's progress, gathering information about her knowledge, skills and understanding, including her 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 Records

6. Contribute to the maintenance of pupil records, as agreed with the teacher and/or Head of Learning Support, and help to maintain the record keeping system.

Using Technology to Support Learning

7. Support the use of hearing aids and other technology to promote pupil's learning by:

- Checking that the pupil's personal hearing technology is functioning.
- 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/technician if there are any problems.
- Checking the technology is switched on and ready for use and undertake basic maintenance and repairs.
- Support the pupil and staff in the use of technology, encouraging the pupil to use the equipment independently.

Supporting Emotional and Social Development

8. Support social and emotional development by:

- Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
- Provide support to enable the pupil to have the opportunities to participate in all School activities, to make choices and take decisions for herself.
- Encouraging the pupil to evaluate her own progress and to take an active part in reviews of her progress, when appropriate.
- Observing how the pupil expresses her feelings and emotions and relate to others and feedback to the subject teacher and/or Head of Learning Support, recording any findings accurately.
- Delivering programmes designed by specialists to support this area as appropriate.

Listening Environment and Learning Environment

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

Liaising with Parents

10. Support teachers and the Head of Learning Support discharge their responsibility in involving parents by providing information on the pupil's engagement with learning and interactions with other pupils, and helping maintain home-school liaison records.

Continuing Professional Development

11. 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.

This list is not exhaustive and the post holder may be asked to carry out other relevant tasks, by management, when necessary.

All duties should be undertaken in accordance with the School's policies and procedures, especially those relating to child protection, code of conduct, and health and safety.

May 2017