**JOB DESCRIPTION & PERSON SPECIFICATION**

**Learning Support Assistant for HI pupil**

JOB PURPOSE

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| * Work with teachers to support the learning, educational progress and inclusion of pupil(s) with a hearing impairment, with the aim of narrowing any attainment gap they have with their hearing peers on entry to school. * Give assistance to pupil(s) or student(s) with a hearing impairment 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. |

DUTIES

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| The key duties include but are not limited to the following:  Work in partnership with the teacher in the planning of lessons including the adaptations, materials and support hearing impaired pupils will need to be included and make progress.  Support the delivery of learning by:   * Providing support as agreed with the teacher, Teacher of the Deaf and SALT. 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 him or her.  Supporting the pupil(s) in following instructions.   * Using praise, assistance and encouragement to motivate the pupil(s) and to help them   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 pupils’ understanding of what is   being said and the pupils’ own record of lessons  Support the class or subject teacher in evaluating the pupils’ learning and access by:   * Providing constructive feedback to the teacher on the how the pupil has   responded to the lesson.   * Discussing with the teacher any difficulties experienced in providing the support the   pupil(s) 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 Individual Learning Programmes for Pupils**  Support the development and implementation of individual learning programmes focused on delivering priority learning targets for pupils. (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 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.   * Delivering the agreed programmes, under the guidance of the teacher and the   Teacher of the Deaf.   * 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**   * 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**   * 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**   * Check 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/RLSCo if there are any problems.   * Checking the technology is charged, switched on and ready for use. * 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**  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(s) to have the opportunities to participate in all   school activities, to make choices and take decisions for themselves.   * Encouraging pupils to evaluate their own progress and to take an active part in reviews   of their progress, when appropriate.   * 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.   **Listening Environment and Learning Environment**   * Working with colleagues to ensure the classroom and its layout provides a good listening environment.   **Liaising with Parents**  Support teachers to discharge their responsibility in involving parents by providing   * information on the pupil’s engagement with learning and interactions with other pupils and helping to maintain home-school liaison records.   **Continuing Professional Development**   * 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.  **Supporting the Class Teacher and LSCO**   * To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills. * To attend planning meetings with the class teacher/RLSCo to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills. * To provide regular feedback to the class teacher, RLSCo and relevant outside agencies about the pupil’s difficulties and progress. * To contribute to a pupil’s annual review by writing a brief report and attending the meeting.   **SUPPORTING THE SCHOOL**   * To foster links between home and school. * To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs. * To maintain confidentiality and sensitivity to the pupil’s needs but have regard to the safeguarding procedures of the school and Focus Learning Trust * To carry out duties as directed by the RLSCo or Head Teacher   **General Duties**   * To perform such other duties as may be requested from time to time, commensurate with the role * Uphold and promulgate the Focus ethos within all areas of responsibility * Contribute to, share in and promote the wider and longer term vision of FLT and OneSchool. * To promote equality, diversity and inclusion and demonstrate this within the role, adhering to the FLT Equal Opportunity Policy * Comply with and support the implementation of all School and FLT policies * To adhere to Health & Safety Policies and ensure all tasks are carried out with due regard to Health and Safety * To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same   **PERSONAL Duties**   * To set an example of positive personal integrity and professionalism, with positive, appropriate and effective communications and relationships at all levels * Ensure high standards are maintained, progressed and promoted in all areas of work * To undertake appropriate professional development and positively participate in the appraisal of own performance * Communicate and co-operate effectively and positively with specialists from outside agencies where applicable * Attendance at staff meetings as appropriate   **SAFEGUARDING** |
| Focus Learning Trust and its affiliated schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.  The post is subject to an enhanced DBS check with appropriate Barred List checks, or the equivalent enhanced criminal records check. |

Reporting To

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| * Reporting to RLSCo |

SUPPORT FOR THE ROLE

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| The role is supported on occasion by Headteacher  Focus Learning Trust provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance. |

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| **Employee Signature:** |  |
| **Line Manager Signature:** |  |
| **Date:** |  |

ISSUED BY

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| Focus Learning Trust  Issue date: Month Year |

**LSA for HI Pupil**

Person Specification

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| **Specification** | **Essential** | **Desirable** |
| **Experience and Knowledge** | * Have experience of working with children in a secondary school setting. * Have at least 1 year’s experience with working with children with a hearing impairment. * Have knowledge of effective strategies which aid children with HI. * Have knowledge and understanding of the different social, cultural and physical needs of pupils. * Have an interest in how children learn and behave. * Provide appropriate role models of behaviour both in the classroom and around school * How to support a child whilst encouraging independence * The importance of planning and evaluation of learning activities | * Have experience with working with children with literacy and numeracy difficulties. * Have experience of working alongside a TOD and SALT |
| **Education and Qualifications** | * Have GCSE, ‘O’ Level or equivalent qualifications in Maths, English and Science. | * Qualification in working with children with HI |
| **Skills and Abilities** | * Ability to recognise and identify problems and take appropriate action * Ability to understand and contribute to educational programmes * Ability to deal with pupils’ physical, medical*,* emotional and behavioural needs as well as provide individual support as appropriate * Undertake tasks under the direction of the Class Teacher, Inclusion RLSCo, or Head Teacher. * Plan and prioritise tasks and work under the pressure of a busy inclusive school. * Communicate effectively and appropriately to pupils with different abilities and backgrounds. * Motivate pupils to learn. * Motivate pupils to be sociable. * Assist with the organisation of the learning environment. * Maintain records of the pupils. * Work effectively with other adults in the school and wider community. * Respect and maintain confidentiality but have regard to the safe guarding protocols of information sharing where necessary * Be computer literate. * Attend training courses considered appropriate for the post * Good communication skills written and verbal * A positive role model of professional practice and conduct of others |  |
| **Training** | * Willingness to undertake relevant training and identify own development needs * Committed to ongoing CPD and Professional development | * Training in HI |
| **Attributes and Attitudes** | * Be productive and show initiative. * Be a responsible and trustworthy role model. * Have patience with children who have difficulties with communication and interaction. * Have patience, be flexible and innovative with a clear understanding of how children, who find learning new concepts and remembering taught concepts difficult, might present. * Flexible approach and positive attitude towards work * Punctual and reliable * Ability to adapt to changes in the workplace |  |
| **Equality, diversity and inclusion** | * Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application |  |
| **Safeguarding** | * Knowledge, understanding and commitment to safeguarding and promoting the welfare of students * Ability to form and maintain appropriate relationships and personal boundaries with students |  |

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

Focus Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff are expected to be committed to the Equal Opportunities Policy.