

## Job Description

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<b>Job Title:</b>	Specialist Learning Support (Deaf Inclusion)
<b>Location:</b>	Thomas Hinderwell Primary Academy
<b>Job Purposes:</b>	This post is to work under the direction of the class teacher to facilitate communication in order to support the learning, educational progress and inclusion of a profoundly deaf child. The postholder will support the pupil's access to the National Curriculum and participation in the life of the school by combining BSL with other methods to provide effective communication.
<b>Background:</b>	The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.
<b>Reporting To:</b>	Class teacher and Principal
<b>Salary:</b>	

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### Key Responsibilities

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#### Main Responsibilities

##### Effective Communication and engagement with children, young people, their families and carers

- Under the general direction of the class teacher take part in establishing constructive relationships with children, parents/carers and with other agencies/professionals
- Communicate effectively with all children, young people, families and carers
- Provide support and encouragement to children and young people
- Know that communication is a two way process

##### Child and young person development

- Support the learning process under the direction of the teaching or other appropriate staff. With agreed supervision, planning challenging teaching and learning objectives and evaluating and evaluating and adjusting lessons / work plans as appropriate
- Working with other professionals to produce long, medium and short-term plans, along with resources

- Be flexible to future amendments within the child's statement of SEN / Education, Health and Care Plan
- Encourage pupil to engage with, interact and work co-operatively with others, including using relevant technology
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Objective and accurate assessment, recording and reporting achievement, progress and other matters to the class teacher, ensuring the availability of appropriate evidence
- Organising and managing an appropriate learning environment and resources
- Planning , preparing and delivering learning activities for the deaf child
- Provide high-quality, incisive feedback to the pupil which enables them to make rapid progress
- Be a specialist knowledge resource by:
- Promote deaf awareness in the whole school
- Promote the inclusion and acceptance of all pupils within the classroom and wider school.
- Oversee the needs of the deaf child
- Liaising with the class teacher and planning interventions.
- Understanding, sharing with other staff and applying in school safeguarding and Health & Safety rules particular to deaf children.
- Provide, with appropriate guidance and supervision limits, educational, emotional and physical support to the pupil
- Use ICT effectively to support learning activities, develop pupil's competence and independence in its use
- Work within the school's Behaviour Policy to anticipate and manage behaviour constructively, promoting self-control and independence. Recognise and reward achievement of self-reliance. Act as a role model and set high expectations for behaviour and learning
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

### **Safeguarding and promoting the welfare of the child**

- Assist with playground supervision and support communication with both the deaf child and the deaf child's peers
- Be responsible for promoting and safeguarding the welfare of all children and young people that you are responsible for and come into contact with.
- Listen to concerns; recognise and take account of signs of change in attitudes and behaviour

### **Administration/Other**

- Prepare materials, including adapting the teacher's resources to BSL, and undertake minor clerical duties
- Participate in training and other learning activities and performance development as required
- Ensure that the child's personal hearing technology is functioning daily
- Participate in training to develop the competencies to effectively support deaf pupils and to ensure knowledge and skills are kept up to date and are kept in advance of what the child currently needs.

# Person Specification

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## Qualifications and Professional Development

### Essential

- Ability to use sign language (signature) at Level 2, and actively working towards Level 3.
- Ability to combine sign language, and other methods to provide total communication

### Desirable

- Childcare Qualification at Level 2 (or equivalent) or a commitment to obtaining this qualification

## Knowledge, Skills and Competencies

### Essential

- Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers
- Knowledge of behaviour management, including issues specifically relating to deaf children.
- An ability to adapt materials and resources for lessons
- Able to contribute to and identify the most appropriate strategies to support and meet the deaf pupils needs

### Desirable

- Good understanding of child development and learning processes
- A knowledge of hearing technology, its functionality and undertake basic troubleshooting

## Experience

### Essential

- Proven experience of working with deaf children
- A good understanding of the needs of deaf pupils, the impact on learning and the support required to ensure they make progress

### Desirable

- Experience of implementing the National Curriculum, including statutory assessments

## Professional Skills and Attributes

### Essential

- Demonstrable interpersonal skills
- Ability to work successfully in a team
- Maintain confidentiality
- A knowledge and understanding of how to communicate effectively with a deaf pupil

## Additional Requirements

- A good knowledge of relevant educational policies / codes of practice / legislation, including those specific to SEND
- To be committed to the school's policies and ethos
- To be committed to Continuing Professional Development. Participate in training to develop the competencies to effectively support the deaf pupil and to ensure knowledge and skills are kept up to date
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children, young people and adults
- Emotional resilience in working with challenging behaviours; and ability to maintain discipline