**LAKELANDS ACADEMY JOB DESCRIPTION**

**POST TITLE:** TEACHING ASSISTANT with BSL LEVEL 2

**GRADE:**  Grade 5 - Scale points 14 - 17 (£17,681 - £18,672) Per annum, pro rata.

**HOURS OF WORK:** 25.00 hours per week Term time only

**POST STATUS:** Fixed term

**Disclosure level:** Enhanced

**Responsible to:** Assistant SENCo / SENCo

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**GENERAL INFORMATION**

The person appointed will work under the guidance of the SENCo and teaching staff, within an agreed system of supervision, to implement approved work, care and support programmes with a profoundly deaf student either individually or in group work as required, in or out of the classroom.

The post-holder with liaise closely with a Qualified Teacher of the Deaf who will advise on strategies to maximise inclusion academically, socially and emotionally. The Teacher of the Deaf and the SENCo will endeavour to promote strong links with the student’s parents / carers and will guide the post-holder in this area. In-house and external training will be provided in meeting the audiological, educational, linguistic, social and emotional needs of the student.

**LINE MANAGEMENT OF THE POST**

The post holder will be responsible to an Assistant SENCo who reports to the SENCo and ultimately, the Head of Academy & Board of Governors. The Post-Holder will have close contact with a Qualified Teacher of the Deaf who will advise on issues relating to hearing-impairment.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

Support for students

* Have a sound understanding of hearing impairment and how best to support the student’s audiological needs. This will involve daily equipment checks of audiological devices worn by the student and reporting any faults/concerns to the Sensory Inclusion Service
* Work directly to support the communication needs of a profoundly deaf student and support staff in communicating with the student if required
* Assist profoundly deaf student in the development of communication skills which may include the use of British Sign Language
* Support home-school liaison and use of the school planner/ICT to maximise parental awareness of ongoing needs/activity
* Support the student’s personal needs, and assist with the development and implementation of individual Education, Behaviours and Personal Care programmes and strategies but with a strong emphasis on promoting independent living skills
* Supervise and support a profoundly deaf student, ensuring his safety and maximising access to a broad and balanced curriculum
* Establish constructive relationship with all students
* Promote the inclusion and acceptance of all students within the mainstream school.
* Encourage the student to interact and work co-operatively with others, and engage in learning activities.
* Within the context of teacher led planning, set challenging and demanding expectations and promote self-esteem and independence.
* Report any issues or concerns to nominated supervising teacher/ Teacher of the Deaf
* Report on student progress and lesson outcomes to the supervising teacher/ Teacher of the Deaf using agreed formats.
* Provide records as requested by the SENCo.

Support for the teacher

* Use Strategies, in liaison with the teacher, to support the profoundly deaf student in achieving learning goals and maximising independent communication with peers and staff
* To liaise with the Teacher of the Deaf and the Subject Specialist in lesson planning, evaluating, adapting and adjusting lessons and work plans as appropriate.
* Support the teacher’s understanding and use of audiological equipment and learning resources
* Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
* Provide the Teacher and Teacher of the Deaf with objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Be responsible for keeping and updating records as agreed with the teacher contributing to reviews of systems and records as requested.
* Promote Positive Values, attitudes and good student behaviour, dealing with challenging behaviour in line with established policy and encourage students to take responsibility for their own behaviour.

Support for the curriculum

* Liaise closely with school staff and the visiting Teacher of the Deaf to structure work and to foster differentiation which allows maximum access to the curriculum
* Use audiological equipment to maximise auditory access within the classroom and to support positive audiological conditions for learning
* Support student’s understanding through use of appropriate communication which may include the use of BSL.
* Have a good understanding of strategies which are supportive to HI students
* Support students in using ICT and develop student’s competence and independence in its use.
* Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
* Prepare and maintain equipment and resources as directed by the teacher and assist students in their use.

Support for the Academy

* Contribute to the overall ethos/ work/ aims of the academy.
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
* Contribute to the overall ethos/ work/ aims of the Academy
* Supervise class groups in the short term absence of a teacher, following normal timetabled arrangements and any planning already in place.
* Ensure that students have equal access to opportunities to learn and develop.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required
* Assist with the supervision of students out of lesson times as required, including before and after academy and at lunchtimes.
* Accompany teaching staff and students, as appropriate, on visits, trips, and out of school activities and take responsibility for a group under the supervision of a teacher or for small groups of students, supervise independently in agreement with educational visits co-ordinator.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* To undertake any other duties reasonably expected of this post.

*The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”*

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|  | **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | Good standard of education (specifically in Maths & English) | ✓ |  |
| 5 GCSEs or equivalent including English & Maths | ✓ |  |
| (QCF) Level 2 Supporting Teaching & Learning in Schools or equivalent | ✓ |  |
| Other Recognised SEN Qualifications |  | ✓ |
| Range of Level 2 qualifications |  | ✓ |
| British Sign Language Level 2 qualification | ✓ |  |
| First Aid qualification |  | ✓ |
| **Work or relevant experience** | Experience of working with children with BESD or high functioning autism |  | ✓ |
| Experience of working with children who are deaf or who have a hearing impairment | ✓ |  |
| Supporting students with a range of SEN  | ✓ |  |
| Supporting targeted students in the classroom | ✓ |  |
| Working with small groups or individuals students outside the classroom. | ✓ |  |
| Supporting students in a range of settings |  | ✓ |
| Cover supervision in the short term unexpected absence of a teacher |  | ✓ |
| Experience of working in partnership with parents and professionals from a variety of agencies | ✓ |  |
| **Skills and Abilities**  | Good communication skills and ability to relate and emphasise well to children, staff and parents | ✓ |  |
| Evidence of working well as part of a team | √ |  |
| Ability to plan and organise effectively | ✓ |  |
| Ability to communicate appropriately and effectively and to empathise with students with Autistic Spectrum Disorders, SEN and other complex needs | ✓ |  |
| Ability to interpret and adapt teacher’s planning to meet needs of individual students | ✓ |  |
| Ability to adjust activities planned by the teacher to ensure participation by students from the centre. | ✓ |  |
| **Knowledge and Understanding** | An awareness of school based education including child development |  | ✓ |
| Knowledge and understanding of the SEN code of practice. |  | ✓ |
| Knowledge of strategies which work well for students with ASD and the ability to use them to ensure curriculum access for students from the centre |  | ✓ |
| Good IT Skills and knowledge software and websites in order to carry out administrative tasks and support students with activities in classroom and support students learning. | ✓ |  |
| Good understanding of positive behaviour management strategies. | ✓ |  |
| Appreciation of absolute confidentiality of information received in Academy | ✓ |  |
| Have a good knowledge of strategies that help break down barriers to learning and be able to assist teachers with building them into their planning.  | ✓ |  |
| **Personal Qualities** | Ability to bring to the role initiative, enthusiasm and commitment | ✓ |  |
| Patience and firmness | ✓ |  |
| Flexibility and reliability | ✓ |  |
| Commitment to own professional development | ✓ |  |
| Good sense of humour | ✓ |  |
| High Professional standard. | ✓ |  |
| Willingness to contribute to extra-curricular activities | ✓ |  |
| Strong commitment to inclusion | ✓ |  |
| Positive ’Can do’ Attitude | ✓ |  |
|  | Resilient, energetic, yet calm. | ✓ |  |

**PERSON SPECIFICATION – BSL TEACHING ASSISTANT LEVEL 2**

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours.