

Dear Applicant

Thank you for your interest in the position of **Teaching Assistant Level 3 (TA3) SEN – Communication Support** at Dean Trust Wigan, Greenhey, Orrell, Wigan. WN5 0DQ

Salary –

- Grade 5, SCP 8 – 14, Actual salary £17,208 - £19,381, Full time equivalent £20,493 - £23,080
- 37 hours per week, 8.00am – 4.00pm Monday to Friday (36 minute daily lunch break)
- Term time plus 5 days (inset days to be covered)
- Local Government Pension Scheme – Greater Manchester Pension Fund
- Temporary fixed term post until 31.08.2022

Please find below a job description and person specification.

If you would like to learn more about The Dean Trust, please visit [thethedeantrust.co.uk](http://thethedeantrust.co.uk).

#### **Method of Application**

The preferred method of application is electronically via email to [recruitment@deantrustwigan.co.uk](mailto:recruitment@deantrustwigan.co.uk). All applications must be made using the Dean Trust's application form. Applications will be shortlisted for interview and the HR Department will contact those applicants who are selected.

#### **Closing Date**

Applications received after the closing time of **9:00am, Friday 17th September 2021** will not be considered.

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

If you have any questions please contact us on 01942 511987 or email [recruitment@deantrustwigan.co.uk](mailto:recruitment@deantrustwigan.co.uk). Thank you again for your interest in working for The Dean Trust. We look forward to hearing from you.

Human Resources Department

**Believe Achieve Succeed**

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# Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

<b>Job title</b>	<b>Teaching Assistant Level 3 (SEN) Communication Support Worker</b>
<b>Reporting to</b>	<b>Assistant Headteacher SEND</b>
<b>Main purpose of the job</b>	<ol style="list-style-type: none"> <li>1. <b>To contribute to the work of the SEND team with a Deaf student.</b></li> <li>2. <b>To support the inclusion of a Deaf student.</b></li> <li>3. <b>To ensure that the Deaf student receives full access to the curriculum.</b></li> <li>4. <b>To contribute to the support of a Deaf student and their family.</b></li> </ol>
<b>Key responsibilities:</b>	
<b>Support for pupils with hearing impairment</b>	
<ul style="list-style-type: none"> <li>• providing pre and post-tutorial lessons using differentiated materials to make sure that the linguistic content and the new concepts are understood;</li> <li>• ensuring that the radio aid is being appropriately used;</li> <li>• making sure the student understands content of assemblies, form time and other events;</li> <li>• giving pastoral and careers support to a Deaf student;</li> <li>• liaising with colleges to ensure a smooth process of transition to college for a Deaf student;</li> <li>• liaising with providers of post-16 provision to ensure a smooth process of transfer for a Deaf student.</li> <li>• communicating the content of the lesson using modified or differentiated language as well as simple written cues and sign language;</li> <li>• helping a Deaf student to overcome additional difficulties, i.e., behaviour, learning, etc.;</li> <li>• taking written notes in class for use in pre and post-tutorial sessions;</li> <li>• writing observations in files and contributing to Learning Profiles and Person-Centred Plans for a Deaf student;</li> <li>• assisting a Deaf student in following written text and practical lessons, which involves explanation of new vocabulary;</li> <li>• modifying written materials for a Deaf student;</li> <li>• checking that homework is recorded and understood;</li> <li>• providing regular feedback to the SENCO, Teacher of the Deaf, class or subject teacher and parents, regarding progress for a Deaf student;</li> <li>• providing positive encouragement for inclusion and independence.</li> </ul>	
<b>Support for pupils</b>	
<ul style="list-style-type: none"> <li>• Use specialist (curricular/learning) skills/training/experience to support pupils learning including EAL</li> <li>• Assist with the development and implementation of Pupil Individual Profiles and Plans</li> <li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>• Promote the inclusion and acceptance of all pupils within the classroom</li> <li>• Support pupils consistently whilst recognising and responding to their individual needs</li> <li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>• Provide feedback to pupils in relation to progress and achievement</li> </ul>	
<b>Support for teachers</b>	
<ul style="list-style-type: none"> <li>• Work with the teacher to establish an appropriate learning environment</li> <li>• Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate</li> </ul>	

- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher and contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitude and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/administration support e.g. administer coursework, produce worksheets for agreed activities etc.

#### **Support for the curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT and any specialist equipment in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

#### **Support for the school**

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

#### **All employees have the responsibility to:**

- Ensure any documentation produced is to a high standard and is in line with the brand style
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school/academy Performance Management process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the school/academy and beyond
- To represent the school/academy at events as appropriate
- To support and promote the school/academy ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Chief Executive Officer and Headteacher

All post holders must comply with The Dean Trust professional standards for leaders and managers. The job description will be reviewed as necessary as part of the Performance Management process and is subject to modification and amendment at any time after consultation with the post holder



# Person Specification

<b>Education and qualifications</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Signature Level 3 Certificate in British Sign Language (Level 2 will be considered).</li> <li>• To be qualified to NVQ Level 2 or working towards NVQ Level 3</li> <li>• Completion of DfES Teacher Assistant Induction Programme</li> <li>• To have attended significant Inset relevant to job and – in the case of those working with particular SEN pupils – to have become skilled in dealing with particular areas of special need through attending LEA and other providers of specialist training</li> <li>• Willing to undertake training in a particular learning area eg Braille</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• To have completed (depending on job/setting) CACHE CPD SEN Level 2 or similar</li> </ul>
<b>Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Experience of working in educational settings with children with a wide range of sensory loss, specifically hearing impairment</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Experience of using speech software, tactile representation and creative ways to support access.</li> </ul>
<b>Knowledge</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Sound knowledge of the literacy/numeracy KS3/Foundation Stage strategies and a good overview of Key Stage relevant curriculum</li> <li>• Sound knowledge of the area of specialist support for pupils with visual impairment</li> <li>• Sound knowledge of the causes and patterns of poor behaviour and strategies to address these</li> <li>• Sound knowledge of how children learn and how to create and maximize learning opportunities</li> <li>• Appropriate knowledge of first aid</li> <li>• Knowledge of all school policies and procedures</li> <li>• To have some knowledge of NC requirements, especially literacy, numeracy and PSHE (eg ELS/ALS/FLS/LPU/Springboard)</li> <li>• General understanding of national/foundation stage curriculum and other basic learning programmes/strategies</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>• Understanding of principles of child development and learning processes</li> </ul>
<b>Skills and abilities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Ability to use ICT and specialist equipment effectively to support learning</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• To be able to work as part of a team and to have good inter-personal relationships</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>
<b>SEN Pay band</b>	<p>TAs appointed to jobs carrying the SEN addition must be prepared to carry out duties that include:</p> <ul style="list-style-type: none"> <li>• Dealing with complex behaviour/emotional needs</li> <li>• Dealing with complex physical, care and personal needs, including lifting and handling</li> <li>• Support complex sensory needs</li> <li>• Attend appropriate in service training as required to address the complex needs of the pupils</li> <li>• Communicate with parents/carers and other professionals around complex issues/needs</li> <li>• Be aware that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions</li> </ul>