



## King Edward VI School Job Description

**Post:** Specialist Deaf Support Assistant

**GRADE:** Grade 4

### POST DESCRIPTION

Specialist Deaf Support Assistant, unlike other Teaching Assistants, are expected to carry our 'Specified work' from the Education (Specified Work and Registration) (England) regulations 2003.

In order to work as a Specialist Deaf Support Assistant, all post holder must be qualified BSL Level 1 and be working toward (or aspiring to) BSL Level 2 and obtaining the accredited language qualification.

The post holder will be expected to have considerable expertise/specialism.

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and plan interventions to allow for pre/post teaching on a 1-1 basis or a small group of students.

The post holder will have responsibility as a key worker for a proportion of those students within the Deaf Resource Base (DRB) and will liaise with all necessary parties to ensure the Education & Health Care Plan (EHCP) for their students is adhered to. All feedback and working strategies will be provided to the Teacher of the Deaf (TOD) in preparation for annual reviews of the EHCP when required.

The work will involve responding independently to unexpected situations. The post holder has access to a ToD for advice and guidance on unusual or difficult problems.

### General support for pupils

- Undertake a range of more specialised tasks to support learning e.g. scaffolding literacy and numeracy work to allow access dependant on individual need of student(s)
- Work with students, either one-to-one or in small groups, some of whom may have Special Educational Needs or a combination of
- Provide alternate teaching model of lesson content to be signed to the student to embed content and ideas that the student fully understands for revision and assessment purpose
- As appropriate, support sick/upset students and report where appropriate to ToD.
- Where appropriate, and if qualified, undertake basic first aid and/or report to onsite Administrative Assistant (Medical Needs).

## **Support for the Teacher and Curriculum**

- Provide opportunities to discuss and access the teaching material/SOW and curriculum to enable editing and language modification where applicable
- Maintain and collate records of student needs and progress
- Assist teaching staff to ensure that the aims and objectives of the school are achieved.

## **Support for the curriculum**

- Undertake teaching strategies to provide full access to the curriculum and assist with events organised as part of the curriculum
- Provide full or part BSL interpretation to give instruction or embed new subject specific vocabulary to support learning and assessment of knowledge
- Provide alternate teaching models through the use of media to begin foundation of learning to scaffold new content and express new ideas and vocabulary
- Support implementation of Government initiatives under the direction of the class teacher.

## **Support for the school**

- Attend and contribute to SEN and other review meetings if required by the Head Teacher and ToD where appropriate, disseminate information to other Teaching Assistants.
- Attend regular DRB team meetings to discuss students needs/identify areas of concern and report progression and tactics/targets to achieve EHCP outcomes.

## **PERSON SPECIFICATION**

### **Essential to basic performance of job:**

#### **Specialist**

- Understanding of Deafness to support students learning and ability to acquire further knowledge/contribute effectively and with confidence/share learning with peers to embed concept
- Understanding of Deaf culture and Deaf Identity to support full integration into mainstream education
- Build and promote relationships with teaching staff to provide understanding of aims/contents/teaching strategies and intended outcomes
- Plan relevant interventions for pre and post teaching in a variety of styles to match the need of student(s)
- Although not all learners are BSL first language users, they all benefit from, to some extent, from signed support, particularly SSE so a willingness to learn is paramount to success in the role
- Understanding of the impact of Deafness on Mental health or willingness to undertake appropriate training
- Understanding of how co-morbid conditions such as Autism, ADHD and Dyslexia can affect Deaf students and that different strategies may be required
- Planning and delivering learning and enrichment activities, either with Teachers or independently
- Working with small groups of students or individuals needing special attention
- Assessing students' progress and discussing development with Teachers and ToD
- Consoling students who are unwell, injured or upset
- Supervising student groups on excursions and at sporting events
- Work with class teachers to raise the learning and attainment of students
- Promote students' independence, self-esteem and social inclusion
- Give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Be able to demonstrate the confidence and ability to manage students in a positive and friendly manner
- Have experience of working in a secondary school setting, planning and delivering interventions with one or small groups of students
- Have the ability to use initiative, work as part of a team and have a good sense of humour
- Have the ability to form positive relationships with staff, students and parents and uphold the strong, caring ethos and inclusive environment of our friendly and popular school
- An excellent communicator, creative and passionate about helping and supporting students both academically and within their social development

- Have high expectations of students with a commitment to helping them fulfil their potential
- Establish fair, respectful, trusting, supportive and constructive relationships with students
- Demonstrate the positive values, attitudes and behaviour they expect from students
- Communicate effectively and sensitively with students, colleagues, parents and carers
- Demonstrate a commitment to collaborative and cooperative working with colleagues
- Improve their own knowledge and practice including responding to advice and feedback

### **Knowledge and Understanding**

- Understand the key factors that affect students' learning and progress
- Know how to contribute to effective personalised provision by taking practical account of diversity
- Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of students
- Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- Know how to use ICT to support their professional activities
- Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the students they support
- Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- Know how to support students in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- Know how other frameworks, that support the development and well-being of students, impact upon their practice

### **Planning**

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- Use their area(s) of expertise to plan their role in learning activities
- Devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of students in the learning activities