**Slade Primary School**  

**Job Description:** ***Teaching Assistant for Hearing Impaired***

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| **School:** | Slade Primary School |
| **Grade:** | Kent Range 3 |
| **Responsible to:** | Inclusion Leader |

**Purpose of the Job:**

To work under the direction of the Teacher of the Deaf and class teachers to enable the pupils to learn successfully in class and for the pupils provision to be as inclusive as possible. To take direction as appropriate from the Teacher of the Deaf, Class Teachers or Speech and Language Therapists as to what reasonable adjustments should be made for the pupils to be successful in school. To liaise closely with the Teacher of the Deaf, Class Teachers and Speech and Language Therapists to agree suitable provision, including out of class support or supervision as necessary and to deliver any recommended interventions suggested by the professionals involved with the children e.g. speech and language programs.

**Key duties and responsibilities:**

* To be responsible for the support and wellbeing of hearing impaired pupils with a high level of educational needs. This support will be flexible and tailor-made to meet the pupils’ needs as necessary.
* Liaise with the Teacher of the Deaf and Class Teachers to understand the objectives of each intervention/lesson.
* Assist the Teacher of the Deaf and Class Teachers with observation and monitoring of the progress of the hearing impaired pupils, both educationally and socially.
* Assist with ensuring hearing impaired pupils are able to fully access lessons, assemblies, workshops, trips and the general life of the school by adapting language where appropriate and using Signed Support English (SSE) to support their understanding.
* To gain a recognised qualification of at least a level 1 in British Sign Language (BSL), if not already qualified. The course would be funded by the school but may involve a once weekly commitment to training outside of contracted hours for a period of up to a year. There may also be the opportunity provided to gain a level 2 qualification in BSL if funding allowed.
* Assist pupils with their hygiene and physical and medical needs if required and assist pupils to dress and undress for PE, etc. if help is needed.
* Assist the Teacher of the Deaf and hearing impaired pupils in the care and maintenance of hearing aids/cochlear implants and personal radio aids and to ensure that these are kept safe and secure at all times.
* Supervise at playtime to ensure the safety of the children. Participate in and supervise pupils in off-site activities, including those to meet pupil’s individual needs.
* Under the direction of the Teacher of the Deaf, Class Teachers or Speech and Language Therapists deliver support programmes and activities, differentiating as necessary and prepare resources and report back progress.
* Assist the Teacher of the Deaf and Class Teachers as required.
* Assist with ensuring the school has a stimulating learning environment and ensuring it is of good quality.
* If necessary, check and contribute to home-school contact books, taking direction from the Teacher of the Deaf.
* Undertake training and attend relevant meetings within contracted hours as required to ensure continuing professional development.
* Such other reasonable duties as the Headteacher may from time to time require.

As a member of staff at Slade Primary School you are responsible for working with the staff, parents, pupils, and other agencies to safeguard and promote the welfare of all children at school.

All members of staff are expected to promote positive behaviour patterns, raise self-esteem, and improve independent working in children to assist their education and growth and enable them to reach their full potential. They promote equal opportunities and respect confidentiality.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post.

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**Person Specification:** HI Teaching Assistant

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be short listed.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** |
| **QUALIFICATIONS** | * NVQ 2 for Teaching Assistants or equivalent

 * Good numeracy/literacy skills such as GCSE English and Maths at Grade C or above (or equivalent)
* BSL Level 1 or above
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| **EXPERIENCE** | * Working with or caring for children of a relevant age to those in the school
* Some experience of working with hearing impaired children or adults
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| **SKILLS AND ABILITIES** | * Team work skills: ability to be an integral flexible member of the staff team
* Ability to provide a caring and structured learning environment for pupils
* Able to work under supervision of the Teacher of the Deaf, class teacher and Inclusion Manager
* Able to reinforce teaching points during teacher input
* Communications skills: able to explain, problem-solve and adapt language where appropriate
* Flexible approach; able to respond to individual pupil needs
* Promote a positive ethos and be good role model
* Interpersonal skills: able to liaise sensitively and effectively with the Teacher of the Deaf, class teacher, SENCO and parents recognising TA’s role in pupils' learning
* Able to constantly improve own practice/knowledge through self-evaluation and learning from others
* Ability to observe and report on pupil performance
* Organisational skills: ability to contribute to the planning and evaluation of learning activities
* Ability to prepare resources to support learning programmes
* Basic ICT skills, use of computer, digital camera and photocopier
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| **KNOWLEDGE** | * Basic understanding of a child's development and Learning and of individual differences in children
* Understanding of the relevant policies/codes of practice and awareness of relevant legislation in the context of TA role
* General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies
* Some understanding of the curriculum and its implementation in a primary school environment
* Some understanding of how hearing impaired pupils learn and how delayed speech and language may impact upon their ability to learn
* Some understanding of techniques to motivate pupils
* Some understanding of how to support a pupil and how to enable the child to learn at their level
* An understanding of inclusion and how it applies in a school setting
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| **Personal characteristics**  | Calmness Confidentiality Empathy Enthusiasm Flexibility Initiative  |

Enhanced DBS required