



## KING EDWARD VI SCHOOL

### JOB DESCRIPTION – SPECIALIST DEAF SUPPORT ASSISTANT

<b>Grade:</b>	Grade 4 (SCP 9 – 11)
<b>Hours/Weeks:</b>	30 hours per week, term time only
<b>Reporting to:</b>	SENDCo, Teacher of the Deaf (ToD) and Deputy Headteacher (Inclusion)

#### **Job Purpose:**

- Supporting student access to the learning environment and fostering independence with the aim of enabling access to the curriculum and facilitating full inclusion into mainstream school
- Facilitating communication between the student, peer group and mainstream staff and helping communication, language and social skills
- Provision of communication support to children and young people with a hearing loss in schools
- This role is an essential part of the educational team working alongside the students in educational settings. The primary role is to support the Deaf Resource Base (DRB) lead teacher and in all aspects of the resource base provision.

#### **Key Duties/Responsibilities:**

- To work with students who have a hearing loss in mainstream lessons/interventions when required and in all other school activities
- Support students to facilitate access to the teaching and learning environment and to achieve their objectives on their Educational Health Care Plan (EHCP)
- Establish productive working relationships with students, acting as a role model and setting high expectations for engagement, learning and behaviour
- To facilitate access to the language of the curriculum using the young persons preferred mode of communication. Depending on the age of the child and their needs this could include a variety of different strategies.
- Communicating, modifying and clarifying language within the classroom, using equipment depending on the need. This may include Sign Supported English (SSE) and/or British Sign Language (BSL). The ToD will advise/direct where appropriate.
- Follow up of key concepts/introduction/ vocabulary, understanding and re-explaining ideas/feedback
- Note taking; modifying and summarising ideas and information in note form either manually or electronically
- To represent the ToD in the mainstream class and if required reinforce best practise for students with a hearing loss with respect to communication and access
- To negotiate strategies for supporting students with hearing loss with individual teachers should communication or access issues arise
- Supporting the development of student's communication and language skills; giving good language models; using clear voice and good spoken English language as appropriate
- To support students in relationships with peers, facilitating communication whilst recognising the need to be sensitive to the young person; helping to build student self-esteem, resilience, confidence and Deaf identity
- Facilitating communication between all parties where appropriate using BSL/SSE
- Promoting independence and employing strategies for praise and achievement of self-reliance

- To support the use and maintenance of all equipment under the guidance of the lead ToD
- Preparing work and resources for the student, considering the young person's interests, ability, language and cultural diversity
- Monitoring and evaluating student responses to learning activities
- Providing feedback to students in relation to progress and achievement
- Using ICT effectively to support learning activities and develop to support learning activities and develop student's competence and independence
- To communicate effectively with other agencies and professionals in consultation with teachers to support achievement and progress of students
- To be involved in Deaf awareness training for children, staff and others who may request this
- To represent the ToD while off the school premises
- Contribute and attend Annual Review meetings for students as requested.

### **Other Duties:**

(These are specifically around the DRB provision)

- Reading and responding to internal and external emails
- Ensure reports/targets in relation to student EHCP are kept up to date and circulated as necessary
- Staff team briefing for students and subject handover
- Brainstorming solutions to ongoing problems within the school environment
- Sharing and development of BSL signs and subject specific glossaries
- Escort and accompany vulnerable students to mainstream lessons
- Timetable solutions to cover staff and student absence
- Pre-lesson catch up with teachers as and when necessary/possible
- Sharing BSL signs and opportunity to put the signs into context/practise
- Emotional Literacy Support Assistant (ELSA) preparation and contact time – training can be offered for this
- Supporting students with technical issues with their hearing equipment
- Planning, preparation and assessment time for intervention
- Delivering and preparing AQA pre-entry and entry level qualifications.

## SPECIALIST DEAF SUPPORT ASSISTANT - PERSON SPECIFICATION

	Essential	Desirable
<b>KNOWLEDGE/QUALIFICATIONS</b>		
Five A-C grades GCSE; higher level qualifications		✓
Maths and English GCSE (A-C) or equivalent	✓	
Good spoken and written Language Skills	✓	
Qualification in communicating with Deaf people (BSL Level 2 or above/ fluency in BSL)		✓
BSL Level 2 or BSL Level 1 with a commitment and willingness to progress/ work toward L2	✓	
Additional SEN specific training and qualifications		✓
<b>EXPERIENCE</b>		
Experience and ability to modify language using sign, speech and written form to meet a range of communication needs and styles	✓	
Relevant and recent experience of working with children and young people with Special Educational Needs in an educational context to reduce barriers to inclusion, facilitate learning and encourage independence	✓	
Relevant and recent experience of working with children with a hearing loss and a good understanding of the impact that this can have on learning and access to education		✓
Experience of working in a range of settings and across Key stages; a good understanding of the National Curriculum		✓
<b>SKILLS</b>		
Proven ability to write succinct reports and reliably keep detailed records	✓	
Proven ability to work effectively as part of a team and independently, prioritising a range of tasks appropriately and organising time effectively without immediate supervision	✓	
The ability to communicate sensitively and appropriately with colleagues at different levels, and with children and their parents; the ability to listen and consider the views of others and to actively share information	✓	
Use of ICT effectively to support learning	✓	
<b>BEHAVIOUR AND OTHER RELATED CHARACTERISTICS</b>		
A quiet, calm, encouraging and positive manner and the ability to remain calm and patient in difficult and challenging situations	✓	
Undertaken training on the principles of Equal Opportunities and safeguarding		✓
Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services	✓	
Active in the local Deaf community and aware of cultural aspects/differences		✓
Evidence of commitment to learning and the desire to constantly improve own practise/knowledge through self-evaluation and learning from others	✓	
Willingness to support students in extra-curricular activities if required		✓