

## JOB DESCRIPTION

**POST TITLE:** Deaf Inclusion Worker, min L4 BSL

**REPORTING TO:** SENDCo / Head of Children's Services

**SALARY GRADE RANGE:**

### Main purpose

#### **The Deaf Inclusion Worker will:**

- As part of a team of SEND Support Team, support children 1:1 and small group, both in the mainstream classrooms and in the Hearing Support Centre, primarily based at Countess Wear Primary School.

#### Purpose of Job

- To support a deaf pupil with delayed receptive and productive language, using a total communication approach.
- To assist in the inclusion of the pupil in mainstream teaching activities.
- To test and troubleshoot hearing aids/speech processors and Assistive Listening Device (ALD) to aid communication and learning needs.
- To assist in identifying any gaps in knowledge and deliver necessary interventions.

#### Key Responsibilities

- Work in partnership with the class teacher to plan and deliver a bespoke Language First Curriculum.
- Modify or adapt existing materials under the guidance of the class teacher to an appropriate level for the child.
- Help the pupil learn as effectively as possible in individual sessions, small group situations and independently.
- Encourage acceptance and inclusion of the pupil with needs amongst staff and peers.
- Develop the pupil's self-esteem through appropriate support.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning.
- Facilitate and encourage appropriate communication between the pupil and their peer group and the teacher.
- Promote a deaf-inclusive culture in the child's class and wider school community.
- Working with deaf child who needs full access to the curriculum through BSL.
- Raising awareness of BSL and deaf awareness across the school and teaching BSL to staff and children.
- Providing support to other deaf children in the school with guidance from the teacher of the deaf.
- Supporting other staff in the school who are working with deaf children.

- Liaising with specialist subject staff re differentiation.
- Liaise with parents, school staff, and any other relevant professionals working with the child.
- Pre and post tutor pupil on an individual level to prepare or reinforce new concepts/vocabulary/social interaction.
- Be aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
- Be aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and using these to advise and support others.

### **Whole-school organisation, strategy, and development**

- Use IT tools fully to support children.
- Embrace and fully support the curriculum.

### **Health, safety, and discipline**

- Promote the safety and wellbeing of pupils.

### **Professional development**

- Take part in the school's appraisal procedures.
- Take part in further training and development to improve own professional development and personal effectiveness.
- Where appropriate, take part in the appraisal and professional development of others.
- Regularly review the effectiveness of your role and its impact on pupils' progress and attainment, and responding to advice and feedback from others.

### **Communication**

- Communicate effectively with other staff members and pupils, and with parents and carers as needed.
- Use IT systems efficiently and effectively to communicate and collaborate.
- Respond quickly to emails and messages.

### **Working with colleagues and other relevant professionals**

- Work collaboratively with the SEND Team, Teacher of the Deaf and teachers.

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values, and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.

### **Other areas of responsibility**

- To demonstrate a commitment to the full life of the school and to work with all members of staff to ensure the success of whole school initiatives and assemblies, fayres & fund raising, open evenings and other activities as they occur in school.
- Act as a mentor to a select group of children, discussing and reviewing their class work, identifying where they may be struggling and offering ideas to help. Recording the mentor meetings and escalating concerns to the class teachers, as necessary.

Please note that this job description is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or your line manager.

The post requires you to safeguard and promote the welfare of children in the age range 2 to 11 years as consistent with the ages of students attending this Academy Trust and follow school policies and the staff code of conduct. This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change. It may be amended at any time after consultation with you.

# Person specification

## Deaf Inclusion Worker (Level 4) with British Sign Language

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

<b>Qualifications and training</b>	<b>Essential or Desirable</b>
GCSE Grade C or above in Maths and English	E
Teaching Assistant Qualification, NVQ 2 or equivalent	D
British Sign Language Level 4 or above qualification (or commitment to gain qualification).	E
British Sign Language Level 3 qualification	E
Cued Speech qualification, or commitment to gain (if appropriate)	E
<b>Experience</b>	
Working as a Teaching Assistant in a school setting supporting pupils with SEN.	E
Being actively involved in planning and implementing support programmes for deaf/hard of hearing children.	E
Adapting learning tasks to meet the individual needs of children with SEN.	E
Working with a child/young person who is a BSL first language user.	E
Experience of working with profoundly deaf children or young people.	E
Working with deaf child who uses specialist radio aid equipment.	D
Experience of liaising with outside agencies e.g., Speech and Language Therapists, Teachers of the Deaf.	D
<b>Skills, ability, and knowledge</b>	
Ability to establish positive working relationships with pupils and school staff.	E
Good planning and organisational skills	E
Creativity and initiative in preparing modified learning materials	E
Commitment to developing specialist knowledge and skills in the support and management of children and young people with impairment/complex needs	E
Ability to be flexible and make adaptations in the moment when it is required.	E
Willingness to become familiar with the requirements of the National Curriculum at Key Stages 1 & 2.	E
<b>Other</b>	
Ability to follow policies and procedures	E
Awareness of safeguarding procedures	E
An Enhanced DBS check is required	E