



Job Profile

SPECIALIST SENSORY TEACHING ASSISTANT

(Hearing Impaired)

Grade G+SSA

Group: Care Wellbeing & Learning

Service: Learning & Schools

Location: Dryden Centre

Line Manager: Team Leader Hi - Low Incidence Team and LINT Manager

Car User Status: Casual

Job Purpose

To work with families, schools and settings to provide a range of specialist interventions for babies, children and young people (aged 0-25) which will facilitate equality of access to high quality learning opportunities and ensure full access and participation and improved learning outcomes

The key roles of this post will include:

1. To work with identified children and young people in order to help overcome barriers to learning as a result of their hearing impairment by ensuring access to learning and extended school activities (e.g. by supporting communication via sign supported English, BSL, note taking & pre/post tutoring).
2. To work in collaboration with the Specialist Teacher for Hearing Impairment in developing and implementing specialist Learning Plans including learning, language and communication (spoken or signed) and audiological needs.
3. To deliver learning activities to children and young people, differentiating and modifying specialist activities and strategies according to children or young people's responses/needs.
4. To inform, develop and enhance the practice of school and setting support staff, in relation to hearing impairment through specialist coaching and modelling and promoting improvement strategies to secure effective learning.
5. To organise and manage appropriate learning environment, strategies and resources in order to support effective access to learning.



6. To establish productive working relationships with babies, children and young people, challenge and motivate them, promote and reinforce self-esteem, act as a role model and set high expectations.
7. To support children and young people, in or out of the classroom, in order to achieve learning plan targets. This could be through one to one, as a group, or in-class intervention.
8. To provide feedback (verbal/written or both) to children and young people in relation to their progress, achievement, and behaviour.
9. To maintain effective internal and external relationships in order to assist in the co-ordination of the requirements of children and young people with hearing impairment, and their families.
10. To work within a multi-agency framework to support inclusion and access in accordance with the relevant legislation, guidance and local policies.
11. To maintain all records required by schools, settings, LINT and SENIT in order to enable monitoring of quality, delivery and outcomes.
12. To select and prepare ICT and resources to support access to learning activities that meet children and young people's individual needs.
13. To monitor and advise on the appropriate use of specialist audiological aids and equipment.
14. To make a positive contribution towards raising Deaf Awareness throughout the school/setting by leading peer awareness sessions (whole class, year group, whole school) in order to promote inclusion.
15. To engage with the annual review process for individual children and young people in order to report on progress and inform future targets.
16. To assist in the delivery of training and development opportunities in signed communication/language/listening/acoustic environment development to a range of audiences including groups of hearing children.
17. To administer and assess/mark tests, invigilate and provide access to exams/assessments for children and young people with hearing impairment.
18. To support the role of parents in children and young people's learning and contribute to meetings with parents in order to provide constructive feedback on progress/achievement.
19. To contribute to out of school learning activities which consolidate and extend work carried out in class, including out of hours as required.



20. To undertake continuous professional development in additional Low Incidence areas, where necessary, in order to build individual and team flexibility to respond to service demand.
21. To undertake training relevant to the role.
22. To adhere to the policies and overall ethos of each school and setting worked in.
23. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
24. Such other duties allocated appropriate to the grade of the post.



Knowledge & Qualifications

Essential:

Knowledge

- Understanding of the impact of varying degrees of hearing loss upon aspects of learning and language development and access to the curriculum
- Good understanding of the principles of child development, learning processes and barriers to learning
- Working knowledge of national/early years curriculum and other learning programmes and strategies including Post 16

Experience

- Working with deaf and hearing-impaired children and young people
- Using sign language alongside speech to facilitate communication
- Maintenance and functional use of hearing technologies such as hearing aids, cochlear implants and FM Systems
- The effective use of ICT to maintain records and to support learning

Qualifications

- Meet the Higher-Level Teaching Assistants Standards or equivalent qualification
- BSL to Level 2 CACDP/Signature with the expectation that BSL to Level 3 Signature would be gained within 2 years
- Full driving license and access to a car or means of mobility support

Desirable:

Knowledge

- Ability to extend desirable learning outcomes to suit individual children and young people
- Relevant legislation/codes of practice relating to safeguarding children and young people

Experience

- Clerical duties, report writing
- Supervising groups of children
- Coaching and modelling to other staff

Qualifications

- BSL to Level 3 CACDP/Signature
- ELKLAN Primary or Secondary
- ELKLAN HI
- Full first aid qualification



Competencies

Customer Focus	Puts the customer first and provides excellent service to both internal and external customers
Communication	Uses appropriate methods to express information in a clear and concise way to make sure people understand
Team Working	Works with others to achieve results and develop good working relationships
Making things happen	Takes responsibility for personal organisation and achieving results
Flexibility	Adapts to change and works effectively in a variety of situations
Learning and Development	Actively improves by developing and applying new skills and knowledge and learns from past experiences