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 **JOB DESCRIPTION**

**Learning Support- British Sign Language (BSL) Signer (Level 2/3)- overview and purpose**

The King’s Academy has a moral imperative to provide consistently excellent schooling to the children of the surrounding communities, and is making strong progress on a rapid pathway to this being established, with a hard-working, skilled staff.

**Job description:** A Learning Support Assistant (LSA) will be expected to:

1. support students with Special Needs and Disabilities (SEND).
2. work with teachers to support the progress and attainment of students in lessons.
3. promote Responsibility for Learning, resilience and independence in the students they work with.
4. contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress to the class teacher/coordinator as appropriate to their level and role.
5. work with small groups under the teacher’s direction.
6. maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
7. promote, support and facilitate inclusion by encouraging participation of all students in social time.
8. liaise with other professionals, parents and carers as directed by their coordinator.
9. carry out break duties, lunch duties or supervision of students as directed.
10. undertake appropriate professional development as part of their appraisal process.
11. support extracurricular activities/after school intervention as part of their allocated non term time working days.

In addition to the responsibilities of an LSA, a Level 2 Signer LSA would be expected to:

1. support DHI students with a focus on those who require Level 2 signing support and BSL communication.
2. support after school trips as part of their allocated Twilight hours.
3. actively promote Deaf Awareness within and beyond the academy community.
4. sign assemblies with support and training until confident enough to sign independently.
5. provide cover for higher and lower level signers should the need arise as part of their ongoing professional development.

In addition to the main duties detailed above, a Learning Support Assistant would be expected to carry out any further duties as reasonably required by the Principal.

**Person Specification**

|  | **CRITERIA** | **E**ssential / **D**esirable |
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| **Personal Qualities** | Strongly self-motivated and personally resilient | E |
| Exceptional levels of personal integrity, discretion honesty, reliability and self-awareness | E |
| High levels of Deaf Awareness and a passion for providing a fully inclusive, total communication environment for our DHI students | E |
| Strong intellect underpinned by a clear moral compass, instinct and intuition | E |
| Conscientious and diligent work ethic | E |
| High expectations for student behaviour and a calm, consistent approach to ensuring students work under the authority of adults  | E |
| **Professional Dispositions**  | Commitment to the Academy’s Christian ethos and educational purpose | E |
| Pro-active in using initiative | E |
| Creative, constructive, insightful and innovative approach to problem-solving | E |
| Willingness to take a hands-on approach as necessary | E |
| Ability to work under pressure, prioritising own workload | E |
| Flexibility, on occasions and within reason, in approach to working hours | D |
| Evidence of learning beyond the workplace | D |
| **Qualifications** | 5 GCSEs or equivalent A\*-C, including Maths and English at C or higher | E |
| A-levels or equivalent.Degree or similar level vocational / professional qualifications | D |
| Recognised Level 2 or 3 British Sign Language qualification | E |
| **Experience** | Able to work effectively as part of a team | E |
| Communicating with people who are DHI  | E |
| Working within a school environment  | D |
| Working with and supporting students in a classroom environment | D |
| Qualifications and experience in First Aid | D |
| Experience of supporting students with SEND | D |
| **Knowledge** | Good levels of literacy and numeracy  | E |
| Sound knowledge of Safeguarding  | E |
| Competent in using Microsoft applications (esp. Word, Excel, PowerPoint) | E |
| Ability to plan, organise and prioritise effectively | E |
| **Communication skills** | Firm but tactful and diplomatic; friendly, professional, and able to communicate effectively, confidently and accurately both orally. | E |
| Complete discretion and confidentiality | E |
| **Educational Qualities** | Ability to recognise DHI learners’ misconceptions and to correct them | E |
| Keen interest in teaching others, and practical experience of this in either formal or informal settings | E |
| Appreciation of what inhibits learning in our DHI students, and how to remove obstacles for DHI learners | E |
| Ability to recognise the right balance of ‘challenge versus support’ and when and how to stretch DHI learners for effective understanding | E |