



## **Rushy Meadow Primary Academy Hearing Support Teaching Assistant (HSTA)**



### **Purpose of Job**

1. The HS Teaching Assistant's primary focus will be to work under the professional guidance of the class teacher/Teacher of the Deaf (ToD), within an agreed system of supervision, to support deaf pupils in mainstream lessons using a Total Communication (TC) approach and to deliver specific interventions, e.g. speech and language therapy.
2. To work with teachers as part of a professional team to support learning activities for classes through Total Communication Approach.
3. The HS Teaching Assistant will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the Teacher of the Deaf.
4. The HS Teaching Assistant may work independently with groups of pupils with SEN and deaf pupils from the Hearing Resource Base ("HRB"), including one-to-one and reverse integration.

### **Work under the direction of the ToD to:**

#### **Safeguarding responsibilities –**

- Identify child safeguarding concerns by being vigilant for signs of abuse or neglect. Take appropriate action and report concerns to the Child Protection Officers and follow the school's child protection and safeguarding policies
- Maintain an attitude of 'it could happen here' when it comes to child protection

#### **Role responsibilities –**

- Provide Signed Supported English (SSE) or British Sign Language (BSL) interpretation for deaf pupils who are sign language users, within the mainstream setting (lessons, assemblies and special events).
- Modify the spoken and/or sign language to meet the individual needs of the pupil.
- Provide and maintain specialist equipment/resources to aid deaf pupils both in the HRB and in mainstream (visual aids, radio aids).
- Daily checks of deaf pupil's personal listening devices.

- Provide pastoral support to deaf pupils.
- Use detailed knowledge and specialist skills to support and progress pupils' learning.
- Assist with the development and implementation of Individual Educational Plans (IEP).
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual learning, social and emotional needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Work with the teacher to establish an appropriate learning environment.
- Monitor and evaluate pupil responses to learning activities through observation and accurate record keeping. Feedback to teacher / SENCo / Teacher of the Deaf as appropriate.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise effectively with parents/carers and professionals as directed by the teacher, ToD and SENCo.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs through Total Communication Approach.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Determine the need for and prepare the use of general equipment and resources.

### **Additional responsibilities -**

- Be aware and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings both in mainstream and the HIRB.
- Take an active part in the planning of IEPs and progress reports for Annual Reviews of the deaf pupils.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance to mainstream teachers whilst deaf pupils are working in mainstream classes.
- Supervise pupils on visits, trips and out of school activities as requested.

The above responsibilities are not exclusive and an HSTA may sometimes be required to carry out other reasonable duties.



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### **Person Specification**

*E – Essential D – Desirable.*

### **Experience and Qualifications**

NVQ 3 for Teaching Assistant or equivalent qualification or experience. **D**

Level 2 British Sign Language. **E**

GCSE (or equivalent) pass in English and Maths **E**

Experience of working with children of relevant age in a learning environment. **D**  
Experience with working with children with deafness with an understanding of language development in deaf children. **D**

### **Skills and Abilities**

- Good numeracy/literacy skills. **E**
- Ability to use ICT effectively to support learning. **D**
- Full working knowledge of relevant policies/codes of practice/legislation. **E**
- Working knowledge and experience of implementing national curriculum and other relevant learning programmes. **D**
- Good understanding of child development and learning processes. **D**
- Understanding of statutory frameworks relating to teaching. **D**
- Ability to improve own practice/knowledge through self-evaluation and learning from others. **E**
- Ability to relate well to children and adults. **E**
- An understanding of classroom roles and responsibilities and your own position within these. **E**
- Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment. **E**
- Ability to work effectively as part of a team and contribute to group thinking, planning etc. **E**
- Ability to use own initiative and work independently. **E**
- Excellent communication skills with adults and children, verbally and in writing. **E**
- Motivate, inspire and have high expectations of pupils. **E**
- Creative approach to problem solving. **E**
- Ability to adapt quickly and effectively to changing circumstances/situations. **E**
- Ability to work calmly under pressure. **E**
- Ability to record and assess pupil progress/performance etc. **D]**
- Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities. **E**