



**Thomas Deacon**  
Academy



## **Thomas Deacon Academy**

Application Information Pack

# **Specialist Teaching Assistant for Deaf and Hard of Hearing Children**



Working together to transform lives through education



## Principal's Welcome

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Dear Applicant,

Thank you for your interest in working at Thomas Deacon Academy (TDA) and I hope that you will find this pack useful and informative in helping you to complete your application.

Thomas Deacon Academy is a genuinely special school with a talented team of staff committed to improving the life chances of their pupils.

Whilst TDA secured a good Ofsted grade in its last inspection, there is no room for complacency and we are committed to making further improvements to the overall quality of education for our pupils.

We believe our young people should leave us as citizens that are fully equipped with the character and qualifications to take their place in the world. We place great emphasis on ensuring they experience a broad and balanced curriculum, with a wide range of extra-curricular activities, opportunities for them to develop their 'character' and a strong pastoral system to support them with life's challenges.

Our students benefit from our outstanding facilities. These include our Norman Foster designed Academy building and purpose built Key Stage 2 Juniors building located in our 43-acre campus. Amongst other facilities we also incorporate an excellent Sixth Form Study Centre and expansive playing fields and sporting facilities

We are proud to be part of Thomas Deacon Education Trust which, like us, is dedicated to raising educational outcomes for all its students across its range of primary and secondary phase academies. As a member of staff here you will benefit from high quality professional development and support both from this school, and also directly from an exciting range of development and training opportunities our locally based trust allows us to share in. Sharing expertise with a variety of like-minded schools ensures we provide the best possible opportunities for our staff to grow and develop regardless of the point in their career they join us.

We think Thomas Deacon Academy is an exciting and vibrant place to be and we would warmly welcome visits from prospective candidates interested in being part of our team. I am delighted that you are interested in finding out more about our Academy and we look forward to seeing or hearing from you soon.

Warm regards,

Emily Gaunt | Principal



## Job Description

<b>Job Title</b>	Specialist Teaching Assistant for Deaf and Hard of Hearing Children
<b>Reports to</b>	Assistant Principal - SENDCo
<b>Salary/Grade</b>	Pathway 4
<b>Hours</b>	35 hours, 39 weeks (term time plus 1 week)
<b>Core Purpose</b>	To work with teachers to support the learning, educational progress and inclusion of deaf pupil(s), with the aim of narrowing the attainment gap they have with their hearing peers on entry to school. To give assistance to deaf pupil(s) or student(s) so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life.

## Key Responsibilities

### Supporting the Pupil

- Support pupil's access to the curriculum and participation in the life of the school by communicating between spoken English and British Sign Language or signed supported English depending on the pupil's communication preference.
- Supervise the activities of individuals or groups of children to ensure their safety and welfare.
- Work with staff and Local Authority Teacher of the Deaf to support pupils to develop their independence, self-esteem and identity as a deaf person.
- Establish and maintain supportive relationships with individual pupils or small groups to ensure they understand and can achieve the tasks.
- Promote the inclusion and acceptance of all pupils.
- Aid the learning of children by:
  - Clarifying and explaining instructions through the modification of language, the use of sign (BSL, SSE) and the use of visuals or other resources.
  - Ensuring that the child is able to use the equipment and materials provided.
  - Ensuring all lesson slides and worksheets/other written resources are fully accessible through
    - OneNote on their iPads.
    - Using OneNote to provide tailored support in real-time.



- Ensuring all media content in the lessons is fully accessible through captions, transcripts and
- visual support as well as encouraging and promoting self-advocacy.
- Ensuring full access to the environment including staff instructions, class discussions, interruptions, behavioural management, incidental learning opportunities etc.
- Motivating, praising and encouraging the child(ren) as required.
- Assisting in weaker areas, e.g. vocabulary, grammar/sentence structure, tense, speech production etc.
- Provide support as agreed with teachers (and Teacher of the Deaf). This may include pre-tutoring support to ensure pupils have the necessary knowledge and familiarity with the vocabulary and concepts used in the lesson. It may also involve post-tutoring to check understanding and reinforce key learning points.
- Work with the SENDCo, subject teachers, and Teacher of the Deaf and other specialists where appropriate, to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
- Provide feedback to relevant colleagues about the pupil's progress towards targets and the effectiveness of the programme in securing this and the pupil's engagement.
- Check that the pupil's personal hearing technology is functioning and take steps to ensure any problems with equipment are dealt with as quickly as possible.
- Maintain connections with schools in the area with deaf hubs to provide the pupils with opportunities to visit and share community, language and culture through deaf-focused events.

### **Supporting the Teacher**

- To work in partnership with the teacher in the planning of lessons including the adaptations, materials and support that pupils will need to be included and make progress.
- Obtaining and using the agreed learning materials and resources as necessary.
- Provide constructive feedback to the teachers on how the pupil(s) have responded to the lesson.
- Promote good pupil behaviour, dealing with pupils in line with the established policies encouraging pupils to take responsibility for their own behaviour.
- Work with colleagues to ensure the classroom and its layout provides a good listening environment.



### **Supporting the Curriculum**

- Support pupils to understand teacher input and instructions.
- Support pupils in respect of local and national learning strategies as directed by the teacher.
- Support the use of ICT in the curriculum.

### **Supporting the Academy**

- Set a personal example that contributes to the positive ethos of the academy.
- Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Assist with the supervision of pupils out of lessons, including before and after school and at lunch times.
- Accompany staff and pupils on visits, trips and out-of-school activities as required and take responsibility for small groups or individuals.
- Develop and maintain professional and effective working relationships with parents/carers external partners and other colleagues.
- Attend meetings as required.
- Engage actively in the Academy Continuous Development Process.
- Undertake professional development as required or identified through the Continuous Development process to ensure knowledge and skills are up to date.

## **General Responsibilities**

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- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.



- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



## Person Specification

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
Level 3 qualification in British Sign Language or fluency in BSL through being a CODA	D	A/I
Level 2 qualification in Maths/Numeracy and English/Literacy	E	A
Willingness to undertake appropriate first aid training	E	A
Training in relevant learning strategies e.g. literacy/numeracy/EAL	D	A
Teaching Assistant qualification	D	A
<b>Knowledge &amp; Understanding</b>		
A good understanding of the needs of Deaf and Hard of Hearing pupils, the impact on learning and the support required to ensure they make progress and feel included.	E	A/I
Ability to provide support for pupils, including those with special needs and EAL, ensuring their safety and access to learning activities.	E	I
Promote good pupil behaviour and deal promptly with conflict and incidents.	E	I
Ability to undertake student record keeping as requested.	E	I
Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils' learning styles.	E	I
Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.	E	I
Ability to utilise strategies to support students in achieving learning goals.	D	I
Understanding of how to support Literacy/Numeracy/EAL programmes, record achievements and progress and providing appropriate reports and feedback for the teacher.	D	I
A good knowledge of hearing technology including: (i) its benefits, limitations and conditions for effective use, and (ii) how to maintain equipment, check it is functioning and troubleshoot, undertaking basic repairs	D	I
<b>Skills &amp; Abilities</b>		
Establish good working relationships with pupils acting as a role model.	E	I
Good communication skills – both oral and written.	E	A/I



Good adaptable communication skills with children, particularly those that are Deaf or Hard of Hearing and use a combination of speech, written word, BSL and SSE.	E	I
Encourage pupils to interact with others and engage in activities led by the teacher, encouraging independent learning and ensuring the pupil(s) have a full understanding of the learning.	E	I
Assist with the development and implementation of Individual Learning Plans and Education Health Care Plans.	E	I
Provide detailed and regular feedback to teachers on pupils' achievements and progress.	E	I
Support the use of ICT in learning activities and develop pupils' competence and independence in its use.	E	I
Work as part of a team to contribute to the planning and identification of strategies to meet the pupil's needs and the confidence to contribute with ideas based on detailed knowledge gained through supporting the pupil.	E	I

### Experience

General understanding of national curriculum and other basic learning programmes/techniques.	E	I
Basic understanding of child development and learning.	E	I
Ability to relate well to children and adults.	E	I
General awareness of inclusion, especially within a school setting.	E	I
Previous experience of supporting deaf children who require signed support.	D	I

### Personal Commitment

Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

### Assessment methods

A - Application      I - Interview      T - Task/Activity      L - Lesson Observation  
R - References



# Thomas Deacon Academy

