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| |  | | --- | |  | | **Specialist Teaching Assistant (Deaf Children and Young People)**  Thank you for your interest in applying for the above post. Please find attached the Job Description and Person Specification for the role. | | **Working for Stockport Council** | | **Macintosh SSD:Users:tony.collinge:Desktop:values_job_description:STAR_logo_and_values.jpg**  Stockport Council has 4 core values that run through everything we do and are known as the Stockport Way of doing things. As an organisation we stay true to them no matter what challenges we face. The values came from colleagues and were developed through workshops and consultation across the Council.  [This video,](https://play.buto.tv/3My87) produced 'in house' and featuring colleagues from across the Council, explains each value and shows how colleagues are living these values each day.  As a new colleague the Council will expect you to work in accordance with these values. We also have policies and procedures around health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities which we expect you to adhere to. These will be explained in detail to you as part of your induction process.  You can find out more about working for Stockport Council, and some of the benefits we offer employees, online at <https://greater.jobs/locations/stockport/>  H:\Directorate Services Team\Recruitment (Annalie Burns' Team)\Recruitment\OTHER\Diversity and Inclusion\DISABILITY CONFIDENT\employer_small.png |   green band epsStockport Council  **Job Description** | |
| Post Title: Specialist Teaching Assistant (Deaf Children and Young People)  **Directorate:** Services to People (Children)  **Team:** Sensory Support Service | Salary Grade: Scale 5 |
| **Post Reports to:** Head of Service and Deafness Team Leader  **Post Responsible for:** Specialist Teaching Assistants work with the Teachers of the Deaf under the direction of the Deafness Team Leader and under the overall direction of the Head of Service providing educational support for children and young people who are deaf. | |
| **Main Purpose of the Job:**  Specialist Teaching Assistants are employed by the Sensory Support Service to support deaf children and young people in educational settings, and at times home visits, on a peripatetic basis. They work to facilitate the best outcomes and the inclusion and development of children and young people who are deaf. | |
| **Summary of responsibilities and key areas:**   1. Support mainstream teachers and Teachers of the deaf in evaluating pupil progress through a range of assessment activities. 2. Monitor pupil responses to learning tasks and modify their approach accordingly. 3. Monitor pupil participation and progress, providing feedback to teachers and giving constructive support to pupils as they learn. 4. Contribute to maintaining and analysing records of pupil progress. 5. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement, providing objective and accurate feedback and reports as required. Also to contribute to and be involved in review meetings as appropriate. 6. Use clearly structured teaching and learning activities to interest and motivate pupils and advance pupil learning. 7. Prepare support materials. 8. Communicate effectively and sensitively with pupils to support their learning. 9. Promote and support the inclusion of deaf pupils in their learning activities. 10. Work in close partnership as part of a team that will include Sensory Support Service staff, mainstream staff, parents and staff from other agencies. 11. Use behaviour management strategies, in line with the school’s behaviour management policy and procedures, to contribute to a purposeful learning environment. 12. Advance pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole class groups where the assigned teacher is not present. 13. Guide, where relevant, the work of other adults supporting teaching and learning in the classroom. 14. Recognise and respond effectively to equal opportunity issues as they arise, including challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures, also promoting Deaf Awareness. 15. Organise and safely manage learning activities, physical teaching space and resources. 16. Assist with the maintenance and daily checking of any audiological or other specialist equipment. 17. Help pupils access learning activities and be included in all aspect of school life using a variety of communication methods: this may include using British Sign Language (BSL) to communicate with deaf pupils, to interpret and deliver the curriculum and to support pupils to communicate effectively with others. Inclusion may also be supported by writing notes for the deaf pupil, modifying written language and explaining and reinforcing concepts and vocabulary where necessary. 18. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. 19. Participate in all service activities, appropriate staff meetings, professional development and performance management programmes. 20. Liaise sensitively and effectively with parents or carers as agreed with the teacher within your responsibility and participate in feedback sessions or meetings with parents as directed. 21. Provide supervisory assistance at lunch and play times where needed. 22. Provide supervision and assistance with feeding where needed. 23. Assist pupils with toileting and changing of soiled and/or wet clothing where needed. 24. Assist pupils with changing and dressing where needed. | |
| **Additional responsibilities:**  To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.  To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, standards of attendance, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.  To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee’s background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account. | |

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Stockport Council

Competency Person Specification

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview.  Any interview questions, or additional assessments (tests, presentations etc) will be broadly based on the criteria below.

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| **Competency** | **Essential or Desirable** |
| To work to the Council’s values and behaviours:   * To keep the people of **Stockport** at the heart of what we do * To succeed as a **team**, collaborating with colleagues and partners * To drive things forward with **ambition**, creativity and confidence * To value and **respect** our colleagues, partners and customers | Essential |
| Experience working with children and young people particularly in educational settings. | Essential |
| Experience or interest in working with deaf pupils. | Essential |
| Ability to understand the implications of deafness. | Essential |
| Ability be flexible and adaptable, and to respond positively to changes, for example in daily work routines or during lessons with pupils. | Essential |
| Knowledge of the National Curriculum. | Desirable |
| Knowledge of the Assess Plan Do Review cycle for pupils with SEN, as part of the SEND code of practice. | Desirable |
| Wider involvement in/knowledge of Deaf culture. | Desirable |
| British Sign Language (BSL) a minimum of Level 2 or first language BSL. | Essential |
| BSL Level 3 or above. | Desirable |
| To be a role model for Deaf pupils, enabling some understanding of Deaf culture and Deaf issues, and contributing to the personal and social development of pupils. | Desirable |
| Ability to contribute to planning, report writing and implement individual learning programmes. | Essential |
| Ability to monitor and evaluate progress. | Essential |
| Ability and willingness to work at different key stages. | Essential |
| Ability to use ICT and learn new ICT skills to support learning. | Essential |
| Ability to organise time effectively, prioritising workload and meeting deadlines. | Essential |
| Ability to work as part of a team. | Essential |
| Ability and willingness to use initiative, and to accept direction. | Essential |
| Ability to communicate effectively both verbally and in writing adapting style to suit the audience. | Essential |
| Ability to remain calm and self- controlled under pressure. | Essential |
| Highly literate and numerate 5 GCSE’s A-C including English and Maths, or equivalent. | Essential |
| Demonstrate understanding of responsibilities of a Teaching Assistant to safeguard children and young people. | Essential |
| Evidence of ongoing professional development. | Essential |
| Further training/qualifications which would support working with children. | Desirable |
| Willingness to undertake further training / professional development as required. | Essential |
| Full driving licence with ability to travel between schools in the borough with use of car with business insurance for work. | Essential |
| The ability to converse at ease with service users/customers and provide advice in accurate spoken English. | Essential |