



Bishop Cornish CEVA Primary School
Lyhner Drive
Saltash
Cornwall
PL12 4PA



Teaching Support with
British Sign Language Level 3 skill or above and experienced in Schools work

Responsible to: SENDCO and Classteacher

Key Relationships: Classteacher, parents, Teacher of the Deaf

Fixed term: This role is to support two pupils with Education Health Care Plans and is therefore dependant on the pupils attendance at the school and any changes to the EHCPs at annual review.

Number of hours: Minimum of 20 hours per week

You will be responsible for interpreting other people's speech into BSL for two deaf children as part of their Education Health Care Plans (EHCP) and for voicing-over the deaf children's signing for hearing children/adults as appropriate. You will also support the deaf children with their learning and any other needs.

In addition, the successful applicant will be expected to play an active role in the class and wider school and to use their skills for the benefit of *all* children (deaf or hearing) whenever the deaf child does not need support – for example by assisting other children with their individual learning and needs, assisting with group work, supporting the teacher with classroom management, helping to set up/tidy away equipment, etc.

It cannot be stressed enough that this post involves work which can be of a highly confidential nature. School business **must not** be discussed outside of the classroom/school.

This job description may be amended at any time following discussions between the Headteacher and the BSL3 Teaching Support Worker and will be reviewed on an annual basis as part of the Performance Management process and as part of the EHCP reviews.

Person Specification

Essential Qualifications	British Sign Language Level 3 or 4/6 (or equivalent) GCSE/O-Level English Language at grade C or above GCSE/O-Level Maths at grade C or above
Essential Skills	Excellent skills in written and spoken English Ability to use Signed English Excellent behaviour management strategies Good skills in ICT
Essential Experience	Experience of working with deaf children in a school setting.

Desirable Qualifications	British Sign Language Level 4/6
Desirable Experience	Experience of working in a primary school environment. Experience of working with deaf children, Key Stage 1 and/or Key Stage 2 settings. Understanding of the potential impact of deafness on language and literacy development, social interaction and independence. Experience of implementing EHCP programmes. Experience of managing hearing aids, cochlear implants and radio aid systems.
Essential Personal Attributes	Affinity with children Good sense of humour Excellent team player Reliable and trustworthy Flexible Creative Approachable and caring manner Excellent attendance, punctuality and time management Enthusiasm Good interpersonal skills Good common sense Tact and sensitivity Able to use initiative Able to take direction and to follow instructions Able to ask for help and advice when needed
Essential Professional Attributes	Willingness to work successfully with others. Able to maintain professional relationships with children, colleagues and parents/carers. Able to encourage parent/carer involvement in the education of their child. Able to work as both part of a specialist team and as a

	<p>member of the wider school staff.</p> <p>Willingness to learn and grow as the school develops.</p> <p>Full commitment to the vision and aims of Bishop Cornish CEVA Primary School.</p>
Desirable Professional Attributes	<p>Able to explain deafness-related information to other professionals and parents/carers.</p>

Job Description

As a Teaching Support Worker ...	<p>Provide communication support to support mutual understanding and access to learning and inclusion, e.g. signing everything for the deaf child/ren that hearing adults and children say; voicing-over/repeating deaf children's signed/spoken communications for hearing adults and peers. Using Signed English/Sign Supported English to support children's understanding and development of English. Have a good understanding of the meaning of English grammatical terms (as required by the National Curriculum 2014).</p> <p>Adjust the level/type of support provided according to the needs of the child, e.g. filling in gaps in pupils' background knowledge, relating new information to previous learning, teaching new vocabulary, working through tasks with pupils, or repeating/reinforcing information.</p> <p>Demonstrate good grammar and spelling skills in your own writing.</p> <p>Support children in accessing the National Curriculum.</p> <p>Support other staff and children in understanding the needs of the deaf child.</p> <p>Support each child according to their particular communication and learning needs, taking into account: their relative strengths in BSL, SSE and English; their age, ability and aptitude; any additional needs; and directions from the Teacher of the Deaf.</p> <p>Discuss with teaching staff, in advance of lessons, to ensure understanding of the content, teaching objectives and tasks, and knowledge of required signs.</p> <p>Make effective use of any time made available for lesson preparation, designated or otherwise.</p> <p>Have high expectations of what deaf children can achieve</p> <p>Ensure that children's successes and difficulties with tasks and learning are fed back to the class teacher, SENDCO and the Teacher of the Deaf.</p>
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	<p>Ask the Teacher of the Deaf for advice if a child is experiencing difficulty with any aspect of learning, social interaction or behaviour.</p> <p>Share effective support strategies with other staff.</p> <p>Make use of available resources to develop the effectiveness of support, including asking other staff if there are agreed signs for particular vocabulary/concepts, or if there are particular approaches that work well with a child.</p> <p>Support children in carrying out tasks set by the class teacher or the Teacher of the Deaf.</p> <p>Encourage deaf children to develop appropriate independence re: working, socialising and playing.</p> <p>Help prepare or organise learning resources when required.</p> <p>Accompany children on school trips to provide communication access, supervision and learning support.</p> <p>Contribute to the EHCP Annual Review process by ensuring that any 1:1 programme is carried out in accordance with the instructions given by the class teacher and the Teacher of the Deaf including recording progress against targets.</p> <p>Make sure that test procedures are strictly adhered to when supporting children during formal assessments, as determined by senior leadership.</p> <p>Follow advice provided by multi-agencies for individual children, e.g. from speech and language therapists, occupational therapists, physiotherapists, advisory teachers</p> <p>Under the guidance of the Teacher of the Deaf, assist in the management of children's audiology equipment, including hearing aids, cochlear implants and radio aids; promoting their use in class and reporting any problems to the class teacher and/or the Teacher of the Deaf.</p> <p>Support the interim/annual review process by contributing information to reports, and attending meetings if requested by the SENDCO.</p> <p>Support hearing staff and children in acquiring and using BSL skills and in becoming Deaf aware.</p> <p>Support deaf children in their development of a positive self-image, good self-esteem and independence.</p> <p>Be committed to Continuing Professional Development.</p> <p>Be aware of and work in accordance with the aims, policies and practices.</p> <p>Uphold the reputation of the school at all times by always acting in a professional manner, promoting a positive image of inclusion and by being an active part of the wider school team</p> <p>Undertake any other duties that can be accommodated within the grading level and nature of this post.</p>
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<p>As part of the wider school staff ...</p>	<p>Be in class preparing for the day by 8.50 am (i.e. 5 minutes before the start of official contractual time).</p> <p>Carry out break time supervision of children as directed by the teacher on duty</p> <p>Carry out shared duties in the school such as staffroom duties.</p> <p>Attend relevant in-service training offered in school or by other agencies.</p> <p>Participate in the school's performance management process.</p> <p>Help prepare for and take part in school events that take place during work hours.</p> <p>Be aware of and work in accordance with all relevant school aims, policies, practices and procedures.</p> <p>Maintain excellent working relationships with parents, colleagues and outside agencies.</p> <p>Support hearing children in the classroom and playground, whenever it does not negatively impact on the support needs of the deaf child. (This may sometimes include working with groups of hearing children, with or without a deaf child present).</p> <p>Ensure that children follow the school's behaviour policy by acting on inappropriate behaviour immediately.</p> <p>Support the teacher in promoting school and classroom rules.</p> <p>Be aware of which children have Health Care Plans and pay due attention to the contents and guidance.</p> <p>Follow Manual Handling procedures and Safe Systems of Work for any child this applies to.</p> <p>Help to maintain the tidiness of the classroom and the school in general including assisting with setting up and clearing away.</p> <p>Support the teacher in the upkeep of tools and equipment.</p> <p>Deal with minor medical problems, and clean and change children if necessary in accordance with school policy/the child's personal care plan.</p> <p>It is advised that staff should join a recognised trade union in order to safeguard their professional well-being.</p>
<p>Safeguarding</p>	<p>Follow the school's Child Protection and Safeguarding policies and procedures, including understanding the importance of confidentiality and the sharing of information on a 'need to know' only basis.</p> <p>Attend training on child protection and safeguarding, provided by the school or another agency.</p> <p>Inform the class teacher immediately if a child discloses information that causes concern.</p> <p>Share all disclosures and safeguarding concerns with the Designated Safeguarding Lead or their deputy and provide a written statement of the disclosure/concern.</p>

Health and Safety	Take reasonable care of the health and safety of yourself, colleagues and pupils in accordance with the school's Health and Safety policy. In accordance with the provisions of the Health and Safety at Work Act 1974 – 'take reasonable care for the health and safety of yourself, colleagues and pupils who may be affected by your omissions at work, and cooperate with the school so far as is necessary to enable the school to perform or comply with their duties under statutory health and safety provisions'.
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Procedure for Appointment

Bishop Cornish CEVA Primary School promotes Equal Opportunities for all. Please fill in the application form in full outlining how your previous experience would support the requirements of this post. Additional paper may be used, please do not send CVs or testimonials. All applications should be returned via email to secretary@bishop-cornish.cornwall.sch.uk or posted to the school no later than 30th September 2019.

Bishop Cornish CEVA Primary School is strongly committed to protecting and safeguarding children and expects all staff and volunteers to embrace this commitment. Any offer of employment will be subject to receipt of satisfactory references, and to the usual pre-employment medical and Enhanced DBS clearances.

References will be sought prior to interview, including information regarding any disciplinary procedures which have been applied, in relation to misconduct or unsuitable behaviour relating to children/young people, and/or any child protection concerns and if so, the outcome of any enquiry/disciplinary action. You should note that proof of qualifications will also be required at interview. Failure to disclose any other required information may render applicants liable to disqualification, or dismissal if appointed, should this failure come to light.