



Job profile

Service and job specific context statement

Directorate:	Children and Young People's Service
Service:	Inclusive Education Service
Post title:	Deaf Inclusion Worker (relief)
Grade:	I
Responsible to:	Lead for HearingTeam
Staff managed:	None
Date of issue:	10/12/2021
Job family:	E - Education/School

Job context

The post is centrally-employed and sits within the Inclusive Education Service. The relief postholder will be deployed to work within a School in the Whitby area, in order to support the learning and inclusion of a deaf child with an Education, Health and Care Plan.

An enhanced DBS check is required for this post.

This role involves spoken communications so a confident use of English language is required.

Job specifics

- The post holder will be based in a local school in the Whitby area.
- This is a zero hour contract and on a relief basis. The hours will be varied within term time only.

Structure





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Job Description

<p>Job purpose</p>	<p>The post holder will work under the direction of the head teacher and class teacher and will be line managed by the Lead for the Hearing Team. The postholder will support the pupil's access to the National Curriculum and participation in the life of the school by combining British Sign Language (BSL) and Sign Supported English (SSE) with preferably Cued Speech.</p>
<p>Operational management</p>	<ul style="list-style-type: none"> • Participate in training provided by the Teacher of the Deaf to develop the competencies to effectively support the deaf pupil. • Be aware of and implement health and safety responsibilities as an employee. • Support and implement any special health & safety procedures that relate specifically to the deaf child. • Contribute to relevant risk assessments in order to ensure the health and safety of the deaf pupil. • Ensure services are delivered in accordance with the aims of the equality Policy Statement
<p>Communications</p>	<ul style="list-style-type: none"> • To use Total Communication to communicate with the child and facilitate communication with others, whilst working flexibly within National Curriculum. Total Communication requires the following: fingerspelling, natural gestures, lip reading, body language, speech, hearing aids and radio aids, Sign Supported English • Confidently using <u>BSL</u> (Signature) at Level 2 or above for simultaneous interpretation of speech and incidental talk, including paraphrasing into age and ability appropriate vocabulary. • Communicate effectively with all children, young people, families and carers. • Support the learning process under the direction of the teaching or other appropriate staff. Evaluating and adjusting lessons / work plans as appropriate. • Implement the child's Individual Education Plan. • Encourage pupil to engage with, interact and work co-operatively with others, including using relevant technology. • Recording and reporting achievement, progress and other matters to the class teacher. • Organising and managing an appropriate learning environment and resources. • Planning, preparing and delivering learning activities for the deaf child. • Be a specialist knowledge resource by: <ul style="list-style-type: none"> • Promoting the inclusion and acceptance of all pupils within the classroom and wider school. • Overseeing the needs of the deaf child • Ensuring with training from the Teacher of the Deaf that all areas used for teaching are acoustically appropriate and any visitors are aware of the needs of the deaf child. • Use ICT effectively to support learning activities, develop pupil's competence and independence in its use. • Work within the school's Behaviour Policy to anticipate and manage behaviour constructively, promoting self-control and independence. Recognise and reward achievement of self-reliance. Act as a role model and set high expectations for behaviour and learning.



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	<ul style="list-style-type: none"> • Observe the child or young person's behaviour, understand its context, and notice any unexpected changes. • Interact with children in ways that support the development of their ability to think and learn. • Listen to concerns; recognise and take account of signs of change in attitudes and behaviour. • Understand your own role and its limits, and the importance of providing care or support.
Partnership / corporate working	<ul style="list-style-type: none"> • To work in cooperation with and establish constructive relationships, while observing confidentiality in line with school policies, with: <ul style="list-style-type: none"> ○ School staff & children ○ The child and family ○ Teacher of the Deaf ○ Speech and Language therapist ○ Other professionals involved • Know the value and expertise you bring to a team and that brought by your colleagues.
Resource management	<ul style="list-style-type: none"> • Prepare materials, including adapting the teacher's resources to BSL. Managing the deployment and use of specialist equipment such as radio aids, DynaMic system with the guidance from the Teacher of the Deaf. • Ensure that the child's personal hearing technology is functioning daily.
Systems and information	<ul style="list-style-type: none"> • Be aware of and comply with all school policies and procedures, including those relating to child protection, confidentiality, communication with anyone outside school, including using social media, health, safety and security. • Understand the importance of sharing information how it can help and the dangers of not doing so. • Be aware of own (and others') professional boundaries.
Safeguarding	<ul style="list-style-type: none"> • Assist with playground supervision and support communication with both the deaf child and the deaf child's peers • Be responsible for promoting and safeguarding the welfare of all children and young people that you are responsible for and come into contact with.

Person Specification

Essential upon appointment	Desirable on appointment
<p>Knowledge</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers. • Knowledge of behaviour management, including issues specifically relating to deaf children. • An ability to adapt materials and resources for lessons • Able to contribute to and identify the most appropriate strategies to support and meet the deaf pupils needs. 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes. • A good knowledge of hearing technology, its functionality and undertake basic troubleshooting and repairs.



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<p>Experience</p> <ul style="list-style-type: none"> • Proven experience of working with deaf children. • A good understanding of the needs of deaf pupils, the impact on learning and the support required to ensure they make progress. • Proven experience of supporting teaching and learning in an educational setting, delivering appropriate high quality interventions to support learning outcomes. 	<ul style="list-style-type: none"> • Proven experience of working with a deaf child • Experience of implementing the National Curriculum
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Maintain confidentiality. • A knowledge and understanding of how to communicate effectively with a deaf pupil • Customer-facing role requiring the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	
<p>Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role</p> <ul style="list-style-type: none"> • Ability to use <u>sign language</u> fluently (signature) at Level 2 or above • Ability to combine <u>sign language, cued speech (preferably) and other methods</u> to provide total communication 	<ul style="list-style-type: none"> • Qualification at Level 2 Supporting Teaching and Learning in Schools (or equivalent)
<p>Other Requirements</p> <ul style="list-style-type: none"> • To be committed to the school's policies and ethos • Participate in training to develop the competencies to effectively support the deaf pupil and to ensure knowledge and skills are kept up to date. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children, young people and adults. • Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline. 	<ul style="list-style-type: none"> • A good knowledge of relevant educational policies / codes of practice / legislation, including those specific to SEND.
<p>Behaviours</p> <ul style="list-style-type: none"> • To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery 	<p>Link</p>

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.