



**JOB DESCRIPTION (JD)  
AND EMPLOYEE  
SPECIFICATION (ES)**  
Standard Template

<b>JOB TITLE:</b>	<b>SENIOR LEARNING SUPPORT PRACTITIONER WORKING WITH DEAF* BABIES, CHILDREN AND YOUNG PEOPLE</b>		
<b>GRADE:</b>	<b>7</b>	<b>SERVICE AREA:</b>	<b>ACCESS &amp; ACHIEVEMENT</b>
<b>JOB CODE:</b>	<b>CHI204SENIG7</b>		<b>Section SEND</b>
<b>REPORTS TO:</b>	<b>Co-Team Leads: Deaf and Hearing Support Team OR Hearing and Deaf Support Team, SEND Advisory Team</b>	<b>LOCATION:</b>	<b>BOROUGH WIDE</b>
<b>SPECIAL CONDITIONS:</b>	<b>Working outside normal hours as and when required. An enhanced DBS check will be required</b>		

**1. Main purpose of the job role:**

**SUPPORT FOR Deaf\* babies, Children and Young People**

**\* Deaf is used to described all levels of hearing from mild to profound**

- Plan and deliver specialist group support for babies, CYP identified with all levels of deafness where required
- Use specialist skills, such as British Sign Language where appropriate, to support pupils to improve educational outcomes and raise attainment and achievement for deaf children and young people within Walsall
- Assess the needs of pupils and use detailed knowledge and specialist skills to support deaf CYP learning whether in the home, the setting or the school
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all deaf CYP within classroom
- Support deaf CYP consistently whilst recognising and responding to their individual needs
- Encourage deaf CYP 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
- Provide feedback to deaf CYP in relation to progress and achievement
- Attend to the deaf CYP personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters as required
- Carry out checks and maintenance of hearing aids and Assistive Listening Devices

**2. Role specific duties and accountabilities:**

**SUPPORT FOR THE TEACHERS OF THE DEAF**

- Organise and manage appropriate learning environment and resources for playgroup for babies and pre-school deaf children
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans appropriate

- Monitor and evaluate deaf CYP's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on CYP's achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in deaf CYP's learning and contribute to/lead meetings with parents to provide constructive feedback on progress/achievement etc.
- Assist in the production of lesson plans.

### **SUPPORT FOR THE CURRICULUM**

- Deliver learning activities to deaf CYPs within agreed system of supervision, adjusting activities according to their responses/needs
- Deliver local and national learning strategies to support the development of deaf CYPs skills
- Use ICT effectively to support learning activities where appropriate.
- Select and prepare resources necessary to lead learning activities, taking account of CYP interests and language and cultural backgrounds

### **SUPPORT FOR THE SERVICE**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all deaf CYP have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the service
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Teacher of the Deaf, to support achievement and progress of deaf CYP
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting deaf CYP
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To work across Walsall Children's Services and other agencies to support and further develop a co-ordinated multi-agency approach to raising attainment and achievement of deaf CYP
- Participate in training and other learning activities as required

Recognise own strengths and areas of expertise and use these to advise and support others.

### **3. Corporate duties and accountabilities:**

- The post holder will comply with and promote the Council's Health, Wellbeing and Safety at Work policies and ensure these are implemented effectively within his/her areas of responsibility.
- Through personal commitment and clear action, the postholder will promote the Council's employment policies, with particular reference to diversity, equality of access and treatment in employment, service delivery and community involvement. To support/develop a working culture within these services that reflects the corporate vision.
- Ensure that the services provided aligned to the Council strategy, vision, aims, objectives, priorities and continuous improvement programme and play their part in

achieving these. This includes compliance with Standing Orders, Financial Regulations, Code of Conduct and the Councils Policies and Procedures.

- This job description sets out a summary of the duties and accountabilities of the role. It is not intended to be exhaustive.

JOB TITLE:	GRADE	
Senior Learning Support Practitioner (Deaf and Hearing Support)	7	
Using the Job Description consider what essential behaviours, abilities and knowledge are required by a person to perform each of the main activities and accountabilities of the job safely and effectively.	Indicate when Assessment is possible: at Application form=S interview=I both=A/I test = T	<b>WEIGHT CODE</b> shows relative importance Low=1 Medium=2 High=3
<b>Behaviours:</b> <i>refer to corporate behaviours document</i>		
<b>Professionalism</b> - Actively seek ways to prevent over-complication or confusion of service delivery through innovation, being open to change and the removal of barriers including challenging negative behaviours.	S/I	3
<b>Leadership</b> - Leads by example, optimising those resources allocated, Communicates clearly taking account and welcoming feedback. Takes a positive and resilient approach to change understanding the longer-term vision of the Council and/or service areas.	Not Applicable	
<b>Accountability</b> - Adopt a 'can do' attitude in the work that I deliver taking accountability for my own performance and development and responsibility for my actions and decisions. I will demonstrate inclusivity and promote the values of diversity and equality.	S/I	3
<b>Transparency</b> - Work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or communities we serve.	S/I	3
<b>Ethical</b> - Aware of own impact on others through valuing openness, treating everyone with respect and listening carefully to understand the views of others in order to build trust.	S/I	3
<b>Abilities/Skills:</b> (refer to JE guidance document)		
Ability to deal with challenging behaviour	S/I	3
Ability to act on own initiative and to work as part of a team	S/I	3
Ability to motivate and encourage pupils	S/I	3
Excellent communication and interpersonal skills	S/I	3
Ability to monitor progress and maintain accurate records	S/I	3
Flexible attitude towards work	S/I	3
Willingness to develop self and others	S/I	2
Good organisation and administrative skills	S/I	3
Awareness of duty to safeguard children and young people	S/I	3
Ability to build relationships of mutual trust and respect	S/I	3
Ability to work with integrity at all times	I	3
<b>Knowledge/Experience:</b> specify type, level and qualitative (not quantitative required); if any.		
Experience of working in an educational setting with children and young people	S/I	3
Experience and knowledge of all levels of deafness and an understanding of the impact these can have on learning	S/I	3
Can use ICT effectively to support learning	I	2

Full working knowledge of SEND Code of Practice and awareness of relevant legislation		S/I	2
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		S/I	3
Understanding of principles of child development and learning processes		S/I	3
Improve own practice/knowledge through self-evaluation and learning from others		S/I	
Demonstrable experience working with children of relevant age		S	3
Evidence of continuous professional development (where applicable)			
<b>Qualification:</b> Specify any qualifications that are a minimum requirement, please include any equivalent qualifications that would be deemed acceptable or if this can be obtained through on the job experience.			
<ul style="list-style-type: none"> <li>Meet Professional Standards for HLTA status or have equivalent qualification (eg NVQ Level 4).</li> </ul>		S	
<ul style="list-style-type: none"> <li>BSL skills preferred</li> </ul>		S	
<b>Other Essential Requirements</b>			
An awareness of, and commitment to, equality of opportunity		I	3
Awareness of, and commitment to, confidentiality and handling data		I	3
<b>Prepared by:</b>		<b>Date:</b>	April 2022