



# PRESTON MUSLIM GIRLS HIGH SCHOOL

Education with Patience Modesty Gratitude Humility Sincerity

## Hearing Impaired Inclusion Worker

### Job Description

<b>JOB TITLE:</b>	Hearing Impaired Inclusion worker
<b>RESPONSIBLE TO:</b>	SENDCo
<b>SALARY:</b>	Grade 6/7 £21,166 - £28,785 (based on experience)
<b>HOURS:</b>	33 hrs per week – Term Time Only
<b>FIXED TERM:</b>	Linked to a pupil with EHCP

#### MAIN PURPOSE

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school and into the wider community.

We are seeking to appoint a Hearing-impaired Inclusion Worker with a qualification in level 3 BSL and with experience of using Sign Supported English (SSE).

The post holder will be required to work as a Hearing-impaired Inclusion Worker for a profoundly deaf student, to enable them to access the curriculum through spoken English, British Sign Language and SSE. The student is currently in Year 8 in September 2020 and she is expected to continue to August 2024.

The post is linked to a student with an Education, Health and Care Plan and will terminate when the student leaves the school.

The post holder will need to:

- Have previous experience of supporting students with a hearing impairment, using BSL and SSE.
- Have the ability to teach small groups BSL and/or deaf awareness.
- Be able to plan support programmes for deaf students with guidance from the Advisory Teacher of the Deaf.
- Be able to support other staff in the school working with deaf and hearing-impaired students as appropriate.
- Be able to implement the support programmes for the student in 1-1 tutorials.
- Be able to reinforce and support the SALT Programme.
- Able to relay BSL from hearing impaired students to non-signing students or adults.





## Key Responsibilities

- Check the hearing technology is working effectively such as the hearing aids.
- Provide BSL support during the delivery of whole class teaching. The post holder needs to agree where to sit to ensure the deaf student can access both the teacher and student contributions.
- Support partner working and interpret where needed, allowing the student to communicate independently as much as possible.
- Pre/post teach where needed, addressing the vocabulary and conceptual gaps during time made available.
- Liaise with the Advisory Teacher of the Deaf and implement provision outlined in reports.
- Liaise with other agencies i.e. Advisory Deaf Inclusion Worker.
- Liaise with the family.
- Liaise with subject teachers about new concepts and vocabulary to be covered.
- Support the deaf student's social, emotional and mental health, specific support for self-regulation.
- Encourage attendance at events.
- Contribute to whole school deaf awareness. Reminding teachers and support staff to ensure they face the student, allow one student to talk at a time, use the ALD, using her name when they first address her, allow extra processing time.
- Interpret assemblies and visiting speakers into BSL where required.
- Encourage whole school awareness of BSL/SSE
- Take overall responsibility for hearing aid and Assistive Listening Devices and liaise with Advisory Teacher of the Deaf to resolve problems.
- Develop the use of technology and accessibility for the deaf students, iPad, links to computers, sound field systems.
- Contribute to reports for the Annual Review.
- Establish a support group for deaf students in school.

## Support for teachers

- Provide advice and support to teachers and other support staff as to the most effective methods of support for pupils with learning needs.
- Liaise with the SENCO/ complex needs service as requested to receive and disseminate advice given to effectively support the students across curriculum areas.
- Liaise sensitively and effectively with parents and carers; and in languages other than English when necessary skills permitting); and participate in feedback meetings with parents under the teacher's supervision.
- Assist the SENCO in the development, monitoring and review of the student's EHCP or learning plan.
- Attend specific training as and when required or requested by the SENCO.
- Assist in student supervision and management of student behaviour, in line with school procedures.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to the reviews of records and systems as requested.
- Support the teacher by contributing to the delivery of local and national learning strategies and recording achievement, progress and providing feedback to the teacher.
- Report on student achievement, progress and issues in a suitable format.
- Administer and contribute to the invigilation of examinations as required.
- Carry out administrative duties such as preparing classroom resources



## **Support for the school**

- Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- Be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection.
- Assist in providing an atmosphere in which effective learning can take place.
- Support the promotion of positive relationships with parents and outside agencies.
- Work within school policies and procedures.
- Attend and participate in individual and team meetings as required.
- Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- Accompany teaching staff and pupils on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher.
- Work as part of a team and support the role of other people in the team.
- In the absence of the pupil to carry out other appropriate responsibilities.

## **Supporting the Curriculum**

- Gain understanding of GCSE and National Curriculum terminology and general school procedures
- Acquire knowledge of schemes of work including vocabulary
- Implement and evaluate the methods and strategies outlined in the pupil statement/EHCP plan.
- Enable pupils to achieve the intended outcomes
- Add value to learning and identify progress pupils make in the lesson

Note: This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future.

**This appointment is with the Governing Body of the school, with the Governors as employers. This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to PMGHS's modified pay policy which will apply to this post.**

**In order to comply with Safer Recruitment, all applications must be made on the schools Application Form, CVs alone will not be accepted.**

**Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Check.**

**Preston Muslim Girls High School is committed to safe-guarding and promoting the welfare of children and young people.**





# Hearing Impaired Inclusion Worker

## Person Specification

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App For	Interview /Task
<b>QUALIFICATIONS</b>				
1.	Breadth of learning at GCSE and equivalent qualifications	<b>E</b>	✓	
2.	GCSE in English and Maths at grades 4 or 'C' and above.	<b>E</b>	✓	
3	Certified in British Sign Language (BSL) Level 2 or above	<b>E</b>	✓	
<b>EXPERIENCE</b>				
4.	Working with children.	<b>E</b>	✓	✓
5.	Working within a secondary school.	<b>D</b>	✓	✓
6.	Supporting students with Hearing Impairments	<b>E</b>	✓	✓
7.	Use of BSL and SSE.	<b>E</b>	✓	
8.	Supporting the Speech, Language and Communication needs of	<b>E</b>	✓	
9.	Evidence of continuous development	<b>E</b>	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
10.	Ability to maintain positive relationships with students and other adults.	<b>E</b>	✓	✓
11.	Ability to work effectively within a team.	<b>E</b>	✓	✓
12.	Effective classroom and behaviour management skills.	<b>E</b>	✓	✓
13.	Ability to communicate effectively in community languages.	<b>D</b>	✓	✓
14.	Knowledge of strategies to support students with visual impairment.	<b>D</b>	✓	✓
15.	Strong Mathematical skills and enthusiasm about the subject	<b>E</b>	✓	✓
16.	Good ICT skills for word-processing and use of learning software, including online resources.	<b>D</b>	✓	✓
17.	Knowledge of the secondary curriculum.	<b>D</b>	✓	✓
18.	Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.	<b>E</b>	✓	✓
19.	Have a creative approach to problem solving and use this to inspire and motivate students.	<b>E</b>	✓	✓
20.	Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.	<b>D</b>	✓	✓
21.	The ability to record and assess pupils' progress and performance and write reports on student development.	<b>D</b>	✓	✓
22.	Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.	<b>D</b>	✓	✓
23.	Understanding of Microsoft software for demonstrating in the classroom and for administration purposes	<b>E</b>	✓	✓





<b>PERSONAL QUALITIES</b>				
24.	A passionate belief in the school's mission statement.	<b>E</b>	✓	✓
25.	A strong belief in the value of education in developing citizens.	<b>E</b>	✓	✓
26.	Highest levels of professional and personal integrity.	<b>E</b>	✓	✓
27.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	<b>E</b>	✓	✓
28.	Personal resilience, persistence and perseverance.	<b>E</b>	✓	✓
29.	Commitment to undertaking additional training where required.	<b>E</b>	✓	✓
30.	Sympathetic to the Muslim faith.	<b>E</b>	✓	✓
31.	Commitment to safeguarding and promoting the welfare of children and young people	<b>E</b>	✓	✓
32.	Willingness to undergo appropriate checks, including enhanced DBS checks	<b>E</b>	✓	✓
33.	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	<b>E</b>	✓	✓
34.	Ability to demonstrate patience and firmness	<b>E</b>	✓	✓

