

# JOB DESCRIPTION

<b>Job Title:</b>	Total Communication Resource - LSA	<b>Job Ref:</b>	SCH 220
<b>School:</b>	Emmbrook Infant and Junior School	<b>Starting Salary:</b>	£23,500 – 24,294 (Pro-rata)
<b>Reports To:</b>	Class Teacher and Teacher of the Deaf		
<b>Grade:</b>	3 or 4 Depending on experience	<b>SCP:</b>	SCP 5 - 11
<b>Employment Status:</b> Fixed Term. (Pending a review of the numbers and organisation of staff of the establishment).			
<b>Hours of Work:</b> Part Time - 8.45am – 3.20pm - Monday – Friday - Term Time Only			
<b>Job Purpose:</b> To facilitate learning by supporting the needs of individual pupils and small groups of pupils in accordance with school policy and government initiatives in the pursuit of high standards of pupils achievement.			
<b>Departmental/Team Purpose:</b> The purpose of the school is to meet the educational needs of children and young people within the local community			
<b>Organisation Chart:</b>			
<pre> graph TD     HT[Head Teacher] --&gt; CT[Class Teacher]     HT --&gt; Td[Teacher of the Deaf]     CT --&gt; LSA[LSA]     Td --&gt; LSA             </pre>			

<b>Scope</b>	
<b>Financial Accountabilities</b>	NONE
Budgets directly controlled (please state if this has been delegated to the post-holder)	
Budgets monitored on day-to-day basis:	
<b>Staff Responsibilities</b>	NONE
Number of employees managed/supervised:	
Number of FTE (Full Time Equivalent) employees managed/supervised:	
<b>Management of Physical Assets</b>	NONE
Nature of physical assets directly controlled, (e.g. children's home):	
Details of service contracts managed:	

**Summary of Main Contacts.**

- Teachers
- Pupils
- Parents
- Local Advisors
- Other school staff
- Other professionals
- LEA

**Safeguarding statement**

We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn in
- identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

<b>Main Tasks/Accountabilities</b>	<b>Approx % of working time spent</b>
1. Liaise with class teacher/Teacher of the Deaf on a daily basis to discuss class tasks and enable pupils to become independent learners within their own ability and assisting the teacher with developing pupils social skills. Regularly report back to the teacher/teacher of the deaf on pupil's progress and areas of concern	<b>100%</b>
2. Interpreting between spoken English and BSL. Helping pupils communicate with others.	
3. Clarifying and explaining instructions, assisting in weak areas e.g. language, behaviour, reading, spelling, handwriting, presentation and ensuring that class work and homework instructions are understood. Using a range of ways to help pupils understand what is required in class and helping them to produce written work.	
4. Work with small groups or individual pupils, clarifying and explaining instructions, ensuring that pupils are able to use equipment and materials whilst motivating pupils to complete work	
5. To aid the teacher in classroom discipline re-enforcing the teacher's standards of behaviour and tidiness within the classroom	
6. Accompanying groups or individuals around the school e.g. library and school educational trips	
7. To work with the Teacher of the Deaf and SEN co-ordinator and help deliver educational programmes, assist with the development of reading, writing, spelling and listening skills	
8. Meet the physical, emotional, behavioural and or other special needs as required whilst encouraging independence and encouraging the acceptance and integration of the pupil with special needs whilst ensuring compliance with school policies i.e. Equality opportunities, inclusion etc	
9. Preparation of classroom/educational materials and organise supplies of classroom/educational materials and work with small groups of pupils on ICT equipment and programmes	
10. Provide feedback to teachers and other professionals on pupil's progress in the evaluation of the support programme and noting pupils' achievements or problems. To provide a link under the direction of the teacher/ teacher of the deaf/SENCo between parents and school.	
11. Monitor, record and analyse pupil data e.g. daily attendance records (as required) and collect and record payments of pupil's monies e.g. lunch school trips (as required)	
12. Prepare class lists, worksheets and carry out general examination administration tasks and invigilation of examinations (if required)	
13. Help and support pupils create displays etc for open evenings	
14. Administer teacher cover and co-ordinate the training programme for work experience students (as required) assist with administrative tasks and supervise pupils if the teacher is absent in an emergency.	
15. Carry out the organisation and collation of pupil reports (as required)	
16. Provide supervision during break times as required	
17. To help with special occasions in the school's annual calendar (if applicable)	

# PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

## Knowledge/Qualifications:

- NVQ Level 1 / CACHE Level 1 Certificate or equivalent - desirable
- Good standard of general education e.g. GCSE English, Mathematics and Science
- British Sign Language – Level 2 - Desirable

## Skills/Abilities:

- Sensitivity and understanding
- Patience and the ability to remain calm in stressful situations
- Enjoys working with people
- The ability to accept criticism and work well under pressure
- Flexible and open to change
- Excellent verbal communication skills
- Knowledge of teaching and the ability to design courses
- Knowledge of psychology
- To be able to carry out basic tasks on a computer or hand-held device
- Knowledge of the national school curriculum
- Good questioning skills
- Good observation and assessment skills
- Knowledge of the standard of work expected from pupils
- Understanding of open-ended questioning and investigative work
- Understanding of their role to assist and supervise pupils on particular tasks and the expected outcome of individual activities within the allocated timescale
- Excellent communication skills and interpersonal skills
- Ability to work within a team working environment and also able to work independently
- Confidentiality at all times

## Experience:

- Experience with children with special needs is desirable but not essential
- Experience working with children aged 4 - 11

## Personal Qualities:

- Calm under pressure and adaptable to changing situations
- A caring, energetic and positive attitude
- A good listener and sensitive to pupils needs
- A sense of responsibility
- Positive behaviour management
- A team player
- A good sense of humour
- Flexibility and use of initiative is very important

## Special Factors:

- flexibility to accommodate all day educational trips
- Responsibility for first aid
- Provide lunchtime support
- Commitment to professional development