

Job description

Job title:	HVSS Specialist Teaching Assistant
Grade:	Dorset Grade 8/BAR/9
Job evaluation reference:	ED182a/b
Job family:	Education and Youth

This job description comprises core duties applicable to Specialist Teaching Assistant posts in the Hearing Support Service and Vision Support Service.

Purpose and impact

1. To support pupils with a specific and/or complex special educational need/disability.
2. To assist in the support, inclusion and development of the independence of pupils in mainstream educational settings.
3. Modelling and advising on good practice for TAs, teachers and SENCOs.
4. Testing/troubleshooting of equipment to aid learning/communication needs.
5. Providing short term packages of support to individual pupils where a specific need is identified.
6. Supporting the work of the Specialist/Advisory Teacher in monitoring advisory cases.

Key responsibilities

7. To help pupils to learn as effectively as possible in individual sessions, small group situations and independently.
8. To encourage acceptance and inclusion of the pupil with needs amongst staff and peers.
9. To develop the pupil's self-esteem through appropriate support.
10. To facilitate and encourage communication between the pupil and his/her peer group and the pupil/teacher.
11. To model effective support work from which other staff can learn.
12. To provide training for school staff as required in accordance with the requirements identified by the Specialist/Advisory Teacher.
13. To lead the pupils towards independence and self-reliance.
14. To monitor the function of the children's specialist equipment according to a programme devised by the Advisory Teacher and to share expertise on equipment monitoring with school staff.
15. To modify or adapt existing materials under the guidance of the class or Advisory Teacher to an appropriate presentation level for the children.
16. To take notes in lessons as required for the benefit of the pupils with impairment and advise on note-taking techniques.
17. To carry out individual work with the pupils in a sensory-favourable environment as appropriate.
18. To follow specialist service policies and guidelines relevant to the post especially regarding safeguarding.
19. To be responsible for promoting and safeguarding the welfare of children and young people in accordance with the school/setting's safeguarding and child protection policy.
20. To attend to the personal needs of an individual pupil with sensory needs/impairment who may also have developmental or learning delay. (Under the supervision of appropriate professionals and having undertaken appropriate training).
21. To monitor and record the progress of individual pupils and provide evidence of this progress as part of statutory and non-statutory reviews.



Job description

22. To liaise with parents, teachers and professionals from related fields (e.g. Specialist Therapy Health Teams, Specialist Teaching Advisory Services, Social Care Services, Educational Psychology Service)
23. To act as a support and mentor to other support staff who may be new to the specific field of impairment.
24. To pre and post tutor pupils on an individual level to prepare or reinforce new concepts/vocabulary/social interaction.
25. The Specialist TA will be flexible in their working practice and may be called upon to prepare bespoke materials and other work for Advisory Teachers across the Service. This may require travel to and from the service office centre of duty.
26. The Specialist TA may be required to work with children/staff in a range of schools if requested by the Service Line Manager/Principal Advisory Teacher.
27. To deliver training to groups of pupils, TAs, Teachers and other relevant staff as part of service training programmes and as requested by the Service Line Manager/Principal Advisory Teacher.
28. To attend relevant in-service training organised by the specialist service under the guidance of the Service Line Manager/Principal Advisory Teacher.
29. Any other duties deemed by the Principal Advisory Teacher to be consistent with the professional responsibilities of a Specialist Teaching Assistant.

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

In addition to the above duties, and in agreement with line manager, progression to Grade 9 is dependent on meeting the following criteria:

30. To be able to develop programs of study for individual students with linked lesson plans.
31. Should be competent in creating training content and delivering training.

And:

Hearing Support Specialist Teaching Assistant:

32. Level 2 BSL; and
33. BTEC Level 3 qualification Teaching Assistant Working with Children and Young People who are Deaf.

Vision Support Specialist Teaching Assistant:

34. Grade 2 Braille (this may take around 18 months to complete); and
35. Level 3 qualification through the Partners in Learning Advanced Certificate for teaching support staff.

Supervision and management

36. Reporting to: Principal Advisory Teachers
37. Responsibility for: Mentoring and coaching school staff who are working with children and young people with sensory loss.



Job description

Other factors

38. Responsibility for the management of specialist equipment, teaching materials and resources relevant to the post.
39. The provision of an appropriate range of spare equipment to ensure that pupils are not disadvantaged.
40. The job is of a peripatetic nature. The post holder will be expected to work in schools and other educational settings, homes and office bases.
41. The skills to communicate effectively with children and young people, parents, school staff and other professionals.
42. The ability to establish a positive and motivating relationship with pupils, parents and school staff.
43. Patience in working with pupils with significant impairment, specific learning needs and/or challenging behaviour.
44. As this post is working with children, a DBS Enhanced Disclosure will be required.
45. There is a need to carry equipment appropriate to the job and follow service guidelines on working conditions.
46. This position has a significant travel requirement. This means that there is a requirement for a vehicle (or transport deemed to be suitable by the Council) to be available on most working days in order to carry out normal duties. Employees in positions with a significant travel requirement are required to provide a replacement vehicle if their usual vehicle is not available over an extended period.

Our behaviours

Dorset Council has developed and embedded a set of behaviours that will form part of everything you do and you will need to be able to demonstrate them through the way you work, regardless of your role or grade within the organisation.

Full details can be found on the job website under '[Working for Dorset Council](#)'.



Person specification

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

Essential

Essential criteria are the minimum requirement for the above post.

Qualifications/ training/registrations	
Required by law, and/or essential to the performance of the role	
1.	Educational Standard equivalent to GCSE Grade C or above in English and Maths
2.	Teaching Assistant qualification, NVQ 2 or equivalent
3.	British Sign Language Level 1 (for Hearing Support Service posts only)
4.	Grade 1 Braille (for Vision Support Service posts only)
5.	For Grade 9 Hearing Support Specialist Teaching Assistant post only: <ul style="list-style-type: none"> • Level 2 BSL; and • BTEC Level 3 qualification Teaching Assistant Working with Children and Young People who are Deaf
6.	For Grade 9 Vision Support Specialist Teaching Assistant post only: <ul style="list-style-type: none"> • Grade 2 Braille (this may take around 18 months to complete; and • Level 3 qualification through the Partners in Learning Advanced Certificate for teaching support staff
Experience	
7.	Working as a teaching assistant in a school setting supporting pupils with SEN
8.	Adapting learning tasks to meet the needs of individual pupils
9.	Patience in working with pupils with SEN
10.	An awareness of the need for intervention and the need to acknowledge when pupils are able to operate independently
Skills, abilities & knowledge	
11.	Good general knowledge
12.	Commitment to developing specialist knowledge and skills in the support and management of children and young people with impairment/complex needs
13.	Willingness to become familiar with the requirements of the National Curriculum at different Key Stages
14.	Ability to be flexible and adaptable in working with pupils and staff in educational settings and within the specialist team
15.	Ability to communicate effectively with children and young people, school staff, parents and other professionals
16.	Creativity and initiative in the preparation of materials modified for the individual pupil
17.	Good planning and organisational skills including record keeping
18.	Ability to establish positive and motivating relationships with pupils and school staff
Behaviours	
19.	Respect
20.	Responsibility
21.	Recognition
22.	One Team: Collaboration
Other	
23.	Ability to follow policies and procedures
24.	Awareness of safeguarding procedures
25.	Ability to fulfil the travel requirements of the post
26.	An Enhanced DBS check is required

Desirable

Desirable criteria will be used in the event of a large number of applicants meeting the minimum essential requirements.

Experience	
27.	Experience of working with pupils with sensory loss
Skills, abilities & knowledge	
28.	Knowledge of the educational, social and emotional implications of a significant sensory impairment
29.	Knowledge of the management and checking procedures of specialist equipment, ie. hearing aid/radio aid/cochlear implant processor (Hearing Support Service only)
30.	Understanding of the development of language including social communication needs in children with sensory needs and/or impairment
31.	Competency in using a range of ICT skills

Approval			
Manager	Principal Advisory Teacher	Date	Updated May 2024

