**JOB DESCRIPTION**

**Post Title:** Specialist BSL Educational Care Coordinator (ECC)

(formerly BSL HLTA)

**Main purpose of job:**

Under guidance from the Teachers of the Deaf, or other appropriate professionals, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning, within Corner House and across the service.

**Responsible to:** Assistant Headteacher (SEN)

**Grade:** Scale 6, Point 18-20

**Hours:** Up to 5 days per week

 Term Time Only (TTO)

**Annual Leave:** The annual leave year is the 12 month period beginning 1 April each year. For TTO staff an allowance is made in the TTO notional pay and hours calculation for annual leave and 8 Bank Holidays. Leave is taken during school closure periods.

**Our Principles**

ECCs are employed to work in the Hospital and Home Tuition Service (HHTS) with children and young people who have medical needs, including mental health needs. ECCs work under the guidance of Service Management, and in accordance with the policies and procedures of the Service.

The ECC (BSL) will be responsible for assisting teachers within the Corner House department, and across the service, in catering for the educational needs of the children and young people in our care. ECCs will also be expected to carry out many of the 24 non-teaching tasks, as outlined in the current School Teachers’ Pay and Conditions Document.

ECCs would be responsible for implementing work programmes for individuals or groups, the preparation of resources and for maintaining record keeping systems.

ECCs would also be responsible for teaching a curriculum area to small class or individuals under an agreed system of supervision, with the responsibility of planning and preparing lessons and monitoring and evaluating pupil outcomes.

The ECC (BSL) would have additional responsibilities for liaising with the multi-disciplinary team based within Corner House Ward, and ensuring that communication is smooth and effective.

They would also be responsible for setting up and overseeing intervention programmes for EAL (English as an Additional Language) pupils.

**Main Activities and Responsibilities**

1. **SUPPORT FOR PUPILS**
* Provide pastoral support to pupils
* Participate in comprehensive assessment of pupils to determine those in need of particular help
* Assist teachers with the development and implementation of Individual Education, Behaviour, Support or Mentoring plans
* Support provision for pupils with SEN or EAL needs
* Establish productive working relationships with pupils, acting as a role model
* Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
* Promote the speedy and effective transition of pupils into and out of the service; supporting their reintegration arrangements
* Support pupils who have been absent or missed sessions to catch up with their work.
* Provide information and advice to enable pupils to make choices about their own learning, behaviour or attendance
* Challenge and motivate pupils; promote and reinforce self-esteem
* Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
* Provide feedback and reports on pupil progress to clinical meetings and CPA meetings as needed.
* Follow the Corner House Classroom communication policy, encouraging pupils to respect the communication rules.
* Work towards further developing communication skills in BSL to maximise effective communication with staff and pupils.
* Participate in training programmes to develop skills necessary to work effectively with d/Deaf children with mental health needs.
1. **SUPPORT FOR THE TEACHER**
* Liaise with home schools and other relevant bodies to gather pupil information
* Support pupils’ access to learning using appropriate strategies, resources etc.
* Work with other staff in planning, evaluating and adjusting learning activities as appropriate
* Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording
* Provide objective and accurate feedback and reports as required on pupils’ achievement, progress and other matters, ensuring the availability of appropriate evidence
* Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
* Assist in the development and implementation of appropriate behaviour management strategies
* Establish constructive relationships with parents, carers and ward staff; exchanging information, facilitating the children’s attendance, access and learning
* Assist in the development, implementation and monitoring of systems relating to attendance
* Clerical and administrative support e.g. dealing with correspondence, compilation, analysis and reporting on attendance, exclusions etc.,
* Help to display work of high standard in the classroom and/or elsewhere, such that pupils can see the standard to which they can aspire.
1. **SUPPORT FOR THE CURRICULUM**
* Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs
* Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
* Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
1. **SUPPORT FOR THE SCHOOL**
* Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos, aims, vision and values of the school
* Contribute to ensuring the schools looks its best through maintaining clear and inspiring classrooms
* Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils
* Attend and participate in regular meetings such as planning, community, hand-over, review and other meetings to promote the welfare and development of pupils.
* Participate in training and other learning and development activities as required
* Recognise own strengths and areas of expertise and use these to advise and support others
* Supervise pupils on visits, trips and out of school activities as required
* Follow *Keeping Children Safe in Education* in relation to child protection and safeguarding children and young people
* To ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection
* To be fully aware of and comply with GDPR regulations in relation to the school’s handling of data and personal information.
* Support the service’s equal opportunities policy; promoting the positive benefits of living in a culturally, communicatively and ethnically diverse society.
* Undertake any other such duties as the Headteacher may reasonably direct from time to time.

It is implicit that these duties are carried out in accordance with service and Council policies on equal opportunities.

This job description will be reviewed by the postholder and the Line Manager annually.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Postholder)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Headteacher)

**PERSON SPECIFICATION**

**Post Title:** Specialist BSL Educational Care Coordinator (ECC) (formerly BSL HLTA)

1. **EXPERIENCE**

**Essential:**

* Experience of working with school aged young people
* Experience of working with d/Deaf young people

**Desirable:**

* Experience of working with young people with additional needs
* Experience of implementing literacy assessments/interventions
1. **QUALIFICATIONS**

**Essential:**

* Very good numeracy/literacy skills (evidenced through GCSE or equivalent qualification)
* Relevant undergraduate degree/NVQ 3 in education, Teaching Assistance qualification or experience within education
* Minimum of Level 2 qualification in British Sign Language

**Desirable:**

* BSL Level 3 or above
* Relevant qualifications in psychology and/or SEN

**KNOWLEDGE AND SKILLS**

**Essential:**

* Excellent interpersonal skills
* Excellent communication skills; both in writing and in English/BSL
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Ability to work constructively as part of a team; understanding classroom roles and responsibilities and your own position within these
* Ability to implement equal opportunities and inclusion for all pupils

**Desirable:**

* Full working knowledge of relevant polices and codes of practice and awareness of relevant legislation relating to education and safeguarding
* Working knowledge of national curriculum and other relevant learning programmes
* Understanding of the principles of child development and learning processes and, in particular, barriers to learning
* Ability to plan effective actions and interventions for pupils at risk of underachieving
* Ability to review pupil progress and report to internal and external agencies