

POST TITLE	BRITISH SIGN LANGUAGE TUTOR
DIRECTORATE	SCHOOL AND COMMUNITY SERVICES
SERVICE	ADDITIONAL SUPPORT FOR LEARNING
RESPONSIBLE TO	ASL DEPUTY HEAD TEACHER WITH RESPONSIBILITY FOR DEAF SUPPORT
NUMBER OF POST HOLDERS	1
ACTING UP/ SECONDMENT	

PURPOSE OF JOB

The British Sign Language (BSL) tutor will: will provide leadership in assessing learners' abilities with regards to BSL; teach British Sign Language in educational establishments and to families; and provide training/create and deliver courses for parents and staff in schools in BSL.

Take a lead role in the development and delivery of individual, group and whole-school approaches and programmes of BSL learning and awareness.

Working collaboratively as a member of the team within education establishments, help pupils meet their educational, care and welfare needs, ensuring those children and young people who use BSL can effectively access the curriculum.

To be flexible and provide support and assistance as directed by the Deaf Support leadership team.

THE WHAT - MAJOR TASKS/JOB ACTIVITIES

- To lead, plan and deliver a British Sign Language curriculum up to SQA SCQF 6 level (for deaf and hearing pupils and their families from Nursery to S6,), according to the educational and communication needs of the pupils assigned to you in a class, group, team teaching situation or on an individual basis.
- To lead plan and deliver a British Sign Language curriculum up to SQA SCQF 6 level, for parents and staff, including staff from mainstream schools.
- To collaborate in the planning, implementation and development of the BSL Primary and Secondary curriculum, including formative and summative assessment.
- To collaborate in the monitoring of the BSL development of deaf learners, using formal and informal methods, and to work collaboratively to inform decisions about when to implement relevant interventions and support.
- To communicate clearly and regularly with Additional Support for Learning and school staff to develop a shared understanding of individual support needs and to foster positive and empathic relationships between staff, deaf learners and their families.
- To assess collaboratively pupils' achievements, levels and progress in BSL and to support planning and review of individual targets, producing reports when required.
- To promote an open and accepting approach to language use. A variety of languages are used by our deaf pupils including English and BSL.
- To be responsible for the creation and provision of subject specific tutoring for BSL vocabulary and concepts for school subjects across the age range
- To contribute to planning and preparation for deaf and hearing pupils taking SQA qualifications, including producing reports.
- To contribute to Individual Education, and Child's Plan where appropriate.

- To be responsible for and work collaboratively with the DST on the development and preparation of BSL teaching materials.
- To promote deaf identity and an understanding of deaf culture and create a supportive and caring ethos in which individual learners are encouraged and supported to develop self-esteem, self-confidence and respect for others.
- To attend and contribute to relevant meetings and liaise with other relevant agencies.
- To contribute to children's health and well-being, independence and the development of social skills in line with the service ethos.
- To liaise with parents/carers with a view to supporting their development of BSL.
- The post holder will demonstrate an openness to learning and a commitment to their professional development ~~To attend relevant training~~.
- To carry out any other duties that are in line with the purpose and grade of the job.
- To adhere to GDPR policies and procedures.

THE HOW - KNOWLEDGE AND SKILLS (E.G. CREATIVITY & INNOVATION, CONTACTS & RELATIONSHIPS, DECISION MAKING)

- Fluent in BSL or have SCQF 8 BSL or equivalent.
- To be educated to degree level, or be able to demonstrate an equivalent level of skills through experience
- Experience of successfully teaching BSL to children and/or adults.
- Knowledge of BSL linguistic principles, child BSL acquisition and Deaf culture and community.
- Ability to work as a team member and establish good and effective relationships with learners, staff and parents.
- Liaise and work with parents and collaborate with members of multi-disciplinary teams (e.g. education, social work, and health), other establishments and agencies in relation to the delivery of the curriculum and the welfare/development of the learners.
- Proven experience working/engaging effectively with families and their deaf children in small groups or through individual targeted work with a focus on maximising language learning and engagement, adopting a strengths-based approach.
- An understanding of language and literacy development for bilingual deaf pupils
- Ability to communicate clearly and effectively with others face-to-face, over email and in written reports.
- Knowledge of the variety of language and communication modes used by deaf people including English, BSL, Signalong, and Sign Supported English.
- The post holder will identify opportunities for enhancing support and resilience of deaf/ learners and their families, building links with relevant community organisations.
- The post holder will communicate clearly and regularly with school staff to develop a shared understanding of individual support needs and to foster positive and empathic relationships between staff, deaf/ learners and their families.
- The post will identify opportunities for enhancing support and resilience of deaf and their families, building links with relevant community organisations.
- The post holder will communicate clearly and regularly with school staff to develop a shared understanding of individual support needs and to foster positive and empathic relationships between staff, deaf/ learners and their families.
- Taking an anticipatory and preventative approach, the post holder will identify and escalate any matters of concern to senior school staff in line with school procedures and GIRFEC framework
- Undertake a programme of continuing professional development activity, in line with Council policies and procedures, which will support and improve individual and/or group skill, knowledge and ability in furtherance of the provision of an effective service to deaf/ learners.
- Keep professional knowledge up to date including current initiatives and developments.

- This post is subject to PVG Membership.

ENVIRONMENT (WORK DEMANDS, PHYSICAL DEMANDS, WORKING CONDITIONS, WORK CONTEXT)

- This is a citywide peripatetic role and will include working with children and families in their home and/or in all educational establishments covering an age range from 0-18.
- The post holder will manage a significant and diverse caseload of children and young people, working in a busy learning environment, in family homes and other community venues. Time spent on tasks will be defined by the needs of the service and depending on the demands of their caseload and development tasks.
- This will involve working with individual learners, small groups, or classes and may include both hearing and deaf pupils.
- This post holder will have regular contact with children and young people, other colleagues in school and from partner services, parents, and carers. At times this may be confrontational with the postholder taking an opposing view.
- Training for staff and families may be required to be delivered in person with groups or online as appropriate.
- Some of the work may be at floor level or on small furniture. Staff would be involved in bending, twisting, stooping, kneeling, sitting on the floor and getting down to the child's level
- A flexible approach to the working day is required as there will be an extended school day to meet the needs of all BSL learners.

SUPERVISION AND MANAGEMENT OF PEOPLE (NUMBERS AND TYPE OF STAFF)

- There is no management or supervision of staff required in the role.

RESOURCES

THERE WILL BE A REQUIREMENT TO DEVELOP AND DELIVER AN SQA OR EQUIVALENT CURRICULUM -ASSOCIATED RESOURCES MAY NEED TO BE DEVELOPED/MAINTAINED/ADAPTED/PURCHASED.

HEALTH AND SAFETY (DO NOT ALTER THE WORDING OF THIS SECTION)

Protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point for a forward-thinking Council.

All employees are responsible for:

- Taking care of their own health and safety and welfare, and that of others who may be affected by their actions or omissions;
- Co-operating with management and following instructions, safe systems and procedures;
- Reporting any hazards, damage or defects immediately to their line manager; and
- Reporting any personal injury and work-related ill health, and accident or incident (including 'near misses') immediately to their line manager, and assist with any subsequent investigation, including co-operating fully with the provision of witness statements and any other evidence that may be required.
- The postholder will have responsibility for keeping sensitive data secure on the Education secure system (g-drive) via the electronic filing system.

Line managers have additional responsibilities for ensuring all health and safety risks under their management are identified, assessed and controlled, with specialist input from H&S Advisers and others including Occupational Health where required. Where the risks cannot be adequately controlled the activity should not proceed.

Additional information can be found in the Council Health and Safety Policy.