

Job Description

Job Title	Communication Support Worker
Location	Oaks Park High School
Salary	Salary: Scale LBR 5 pt 12 Hours: 32.5 per week, 40 weeks per year

Job Purpose
This is a brief overview of the key objectives of the job including the context within the team/department: • Promoting effective communication skills for the deaf students. • Working to ensure strong outcomes for deaf students at Oaks Park. • Supporting student access to the learning environment and fostering independence with the aim of enabling access to the curriculum and facilitating full inclusion into school life. • Facilitating communication between the student/student, their peer group and mainstream staff, and helping the student develop communication, language and social skills alongside the skills they need to Prepare for Adulthood as deaf young people. • Provision of communication support to young people at Oaks Park.
A small amount of after-school hours work will be required over the school year (for example, parents' evenings) Duties are in accordance with the requirement of the school's aims and objectives and the agreed policies established by the staff and the Governing Body.

Duties and responsibilities

Communication and Learning Support

- Provide communication and learning support to deaf students in mainstream classes and specialist input, including individuals, groups, or whole school (e.g. assemblies, productions, parents' evenings)
- Provide support on extracurricular & residential trips
- Provide interpreting and other forms of communication support, e.g. note-taking, lip-speaking, Sign Supported English (SSE) to individual and small groups of students, conveying the content of any lesson, story, discussion or talk in a meaningful form in accordance with the student's Plan
- Adjust the communication support according to the needs of students, lesson aims, expectations of students, etc., including filling in gaps in student knowledge, relating new information to previous experience, working through a task with the student, repeating/reinforcing teacher information
- Monitoring and evaluating student/student responses to learning activities
- Identify specific language and conceptual problems which occur within the classroom and gain support from other relevant staff as necessary
- Facilitate communication between deaf students and hearing students and adults
- Provide appropriate communication support for assessments, including specialist assessments and exams (internal and external)

- Contribute to reports and review meetings for students as requested
- Provide additional sessions to support learning covered in mainstream classes (in partnership with teachers)
- Provide flexibility of approach such that help and support can be afforded to other members of staff and students in times of need or crisis.

Preparation

- Ensure you are familiar with the relevant Education Health Care Plan for the students you support
- Discuss with the teacher, before the lessons, the content of lessons and expectations of children, highlighting any problems which may arise through the choice of language, presentation, etc.
- Discuss with other support colleagues the most appropriate means of conveying the curriculum and other information and any difficulties that may arise during the lesson, e.g., new vocabulary, concepts, etc
- Discuss the role of the CSW and interpreting and support function with mainstream staff
- Prepare or modify materials to suit individual students under the direction of the teacher

Supervision

- Supervise deaf students in carrying out tasks set by Teachers and Teachers of the Deaf, and where appropriate, enforce any rules and guidelines relating to behaviour or discipline
- Ensure students have correct hearing equipment and that it is functioning correctly (carry out basic checks of equipment)
- Supervise deaf students on a rota basis during breaks and cover lunchtimes if necessary
- Supervise deaf students on visits, trips, etc., and participate in residential trips when possible
- Assist students with social and independence skills as appropriate and depending on the age of the students
- Assist the responsible staff member when taking students home or to the hospital in the case of illness or accident
- Work as a Key Worker for students in the deaf provision - liaising with the class teacher, and Deaf Provision Manager re. One Page Profiles (OPP) for students.

Planning, Recording and Reporting

- To participate in the short-, medium- and long-term planning process
- Record students' progress (against criteria set out in IEPs/EHCPs and curriculum plans) and pass this information to other team members
- To contribute to annual reviews and reports to parents

Liaison

- Meet regularly with colleagues as appropriate to the role
- Provide the teacher with regular student feedback.
- Together with the class teacher and/or other professionals, develop a system of recording individual student progress.
- Liaise as appropriate with parents and representatives of other agencies, such as social workers and educational psychologists. This may entail attendance at parents' evenings, family support groups and Annual Review meetings
- Liaise closely with other CSWs within other deaf provisions locally, in all phases of education to share skills

- Liaise with colleagues to ensure a smooth transition between phases (e.g. transition between primary to secondary and then post-16)

Supporting the School

- Where appropriate, develop a relationship to foster links between home and school.
- Liaise, advise and consult with other members of the team supporting the children when requested to do so.
- Take direction from Inclusion Manager/Deaf Provision Manager regarding use of non-contact time, eg. record-keeping, maintaining student records, providing cover for absent colleagues, primary school SEN student tours of OPHS.
- Attend regular meetings.
- Be aware of school procedures.
- Take a full part in access arrangements where necessary.
- Be aware of confidential issues linked to home/student/teacher/school work and maintain confidentiality.
- Any other tasks as directed by the Headteacher which fall within the remit of the post.

Professional Development

- Participate in in-service training in school and externally.
- Continue to develop BSL skills in after-school hours
- Undertake specific training for a CSW participating in training sessions and meetings arranged for CSWs on a local, regional and national basis
- Interpret in school team meetings and other school events
- Participate in in-service training to mainstream colleagues on the role of CSWs and a positive communication environment.
- Contribute to whole school CPD related to deaf awareness training and BSL

Safeguarding

- This post is subject to an enhanced check from the Disclosure and Barring Service (DBS).
- The post holder has individual responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with at Oaks Park

Duties and responsibilities of the post may change over time as requirements and circumstances change.

Person specification

Job Title:	Communication Support Worker	Grade:	LBR 5 pt 12
Location:	Oaks Park High School		

Essential criteria	Assessed by: Application (A) Interview (I) Reference (R)
Maths & English GCSE (A*-C Grades) or equivalent	A
Good spoken and written English language skills	A,I
BSL Level 3 or a willingness to train in this and a commitment to training to BSL level 3 (until CSWs achieve BSL Level 1, they remain a CSW in training paid on LBR5)	A
Ability to moderate language using (sign), speech and the written form to meet a range of different communication styles and needs	A,I
Relevant and recent experience of working with children and young people with special educational needs in an educational context to reduce barriers to inclusion, facilitate learning and encourage independence	A,I,R
A quiet, calm, encouraging and positive manner and the ability to remain calm and patient in difficult situations	I,R
Proven ability to work effectively as part of a team and independently, prioritising a range of tasks appropriately and organising time efficiently without immediate supervision	I,R
The ability to communicate sensitively and appropriately with colleagues at different levels, and with children and their parents; the ability to listen and take into account the views of others and to actively share information	I,R
Evidence of commitment to learning and the desire to constantly improve own practice/knowledge through self-evaluation and learning from others	A,I,R
Can use ICT effectively to support learning	I,R
Proven ability to write succinct reports and reliably keep detailed records	A,I,R
Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services	I,R
Desirable criteria	Assessed by:
5 A*-C grades GCSEs; higher level qualifications	A
Completion of a recognised Communicator's Course for Deaf people or a willingness to undertake training for such a qualification	A
Relevant and recent experience of working with deaf children and a good understanding of the impact that this can have on learning and access to education	A,I,R
Additional SEN specific training and qualifications	A
Experience of working in a range of settings and across Key Stages; a good understanding of the national curriculum	A,I,R
Willingness to support students in extracurricular activities, such as residential trips if needed and subject to agreement	A,I,R
An understanding of Deaf culture	A, I

Special Requirements:	This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS)
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Date Reviewed: April 2024

Updated: April 2024