



HATCH END HIGH SCHOOL

Communication Support Worker

Temporary 1-year contract in the first instance

30 hours per week – Term Time Only

Salary: H5 £19,413 - £20,731

JOB DESCRIPTION

JOB PURPOSE

The role of the Communication Support Worker (CSW) is to enable Deaf/Hearing Impaired pupils to access the curriculum. CSWs provide support to hearing impaired pupils to provide access to lessons through various support strategies and through the use of British Sign Language (BSL) or Sign Supported English (SSE), as required, to aid understanding. The communicator will be part of the Hearing Impaired Provision (HIP) team and be responsible to the Teacher of the Deaf who is Head of the Department.

REPORTING

- SENCO & Teacher of the Deaf

RESPONSIBLE FOR

- N/A

WORKING TIME

- 30 hours per week. Working hours Monday to Friday 8:40am – 3:10pm with 30 minutes unpaid break. No holidays to be taken in term time.

KEY DUTIES

- To facilitate, through sign and a variety of strategies, Deaf/Hearing Impaired pupils' access to the lesson content in mainstream lessons depending on communication mode of the pupil.
- To adjust the communication support according to the needs of the pupils, the aims of the lesson and the task set. Support may entail filling gaps in the pupils' knowledge, relating to new information to previous experience and reinforcing information.
- Ensure that the Deaf/Hearing Impaired pupils understand the subject-specific vocabulary, can identify key points and undertake the task set.
- To make notes of the key points whilst the pupils are working independently so they have access to refer to them later, if needed.
- To identify specific language and conceptual problems which occur within the classroom and report to the Teacher of the Deaf for tutorial support to be arranged.
- To facilitate communication between the Deaf/Hearing Impaired and the hearing pupils or adults.
- The CSW should encourage direct communication, only stepping in if necessary, between the Deaf/Hearing Impaired pupil, their teachers and hearing peers.
- Access to the curriculum includes access to jokes – the pupils will want to know why hearing peers are laughing.
- The CSW should present a positive attitude towards deafness and Deaf/Hearing Impaired pupils; and approachable CSW means approachable Deaf/Hearing Impaired pupils.
- To discuss with the teacher the aims, objectives and content of the lesson. This may be done at the end of the lesson so subject specific vocabulary can be provided for the next lesson. Any problems which might arise through choice of presentation, e.g. video without notes, can be highlighted.

- By knowing the content of the next lesson, the CSW can refer to previous notes held in the HIP if unfamiliar with the topic, so they can plan the appropriate signs and knowledge.
- To discuss with other members of the HIP support team the most appropriate means of conveying the curriculum and other information; discuss with support staff difficulties which may arise during a lesson e.g. new vocabulary, concepts etc.
- Supervise Deaf/Hearing Impaired pupils in the carrying out of the tasks set by the teachers and support teachers.
- Record pupils' progress after every lesson stating whether they have met the aims of the lesson and if there were any problems.
- Record pupils' progress against the criteria set out in EHCP and individual student targets.
- Contribute to annual reviews, target setting and reports to parents.
- To prepare worksheets, letters and reports to other agencies and assist in general administration duties.
- To meet regularly with HIP colleagues and to pass information between the mainstream teacher and the Teacher of the Deaf regarding the curriculum needs of the Deaf/Hearing Impaired pupil being supported.
- Promote the school's policy on behaviour, attendance and punctuality for learning and a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school.
- Breaktime duties as directed.

OTHER DUTIES AND ACCOUNTABILITIES

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Deputy Head/or SENCO.
- Adopt flexible working practices where required.
- To attend team meetings, staff meetings and school events as directed.
- Ensure compliance with your responsibilities as laid out in the school's equal opportunity policy and take an active role in promoting equality and diversity.
- Take part in performance appraisal.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Participate in training and other learning activities and performance development as required.
- To respect the confidentiality of all information relating to pupils, staff and their families.
- The duties of the post outlined above are not exhaustive, and the post holder will be expected to be co-operative and flexible, undertaking such other duties as may reasonably be required.

December 2022



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PERSON SPECIFICATION

EDUCATION, QUALIFICATIONS AND TRAINING

	Essential	Desirable	How Identified
Evidence of training and/or qualifications in British Sign Language to CACDP Stage 3 or equivalent		Yes	Application
Evidence of training and/or qualifications in British Sign Language to CACDP Stage 2 or equivalent, and willingness to complete CACDP Stage 3	Yes		Application
Good Literacy and Numeracy – GCSE Maths and English or Equivalent	Yes		Application

EXPERIENCE

	Essential	Desirable	How Identified
Experience of working in educational setting with students at either KS2, KS3 or KS5.	Yes		Application Reference Interview
Experience of working with pupils with SEN and an awareness of and sensitivity to SEN	Yes		Application Reference Interview
Able to work effectively within a team and play a motivating role	Yes		Application Reference Interview
Ability to cope with periods of pressure, work flexibly and proactively address issues	Yes		Application Reference Interview
Accept the need for continuing development and training	Yes		Application Reference Interview
An interest in working with Deaf/Hearing Impaired pupils and working within an educational environment	Yes		Reference Interview

KNOWLEDGE, SKILLS AND ABILITIES

	Essential	Desirable	How Identified
Ability to work at GCSE level with a willingness to work in a variety of subject areas	Yes		Application Interview
Excellent Numeracy and Literacy Skills including clear handwriting and the ability to take notes	Yes		Application Reference Interview
Knowledge of Email and Office applications, e.g. Word, Excel, PowerPoint	Yes		Application Interview
Able to work both independently and within agreed	Yes		Reference

parameters and understand and follow instructions			Interview
Excellent communication & interpersonal skills with both pupils and staff	Yes		Reference Interview
Able to quickly establish positive working relationships with a wide range of people from within and outside the school	Yes		Application Reference Interview
An ability to encourage students to reach their potential, being firm but understanding	Yes		Reference Interview
Able to maintain complete confidentiality and discretion at all times	Yes		Reference Interview
Able to approach tasks with patience and calm, a caring attitude and a sense of fairness	Yes		Reference Interview
Effective work presentation skills and a high degree of accuracy	Yes		Application Interview

OTHER REQUIREMENTS

	Essential	Desirable	How Identified
Enthusiasm, energy and commitment	Yes		Reference Interview
A commitment to safeguarding & promoting the welfare of children and young people	Yes		Reference Interview
A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	Yes		Application Interview
Awareness and adherence to relevant health & safety regulations and a commitment to equality of opportunity	Yes		Application Reference Interview
A good attendance and punctuality record	Yes		Reference
DBS Checked	Yes		Application

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