

JOB DESCRIPTION		
JOB TITLE: Communication Support Worker		POST NUMBER:
REPORTS TO: HLTA		Current Grade 7
Job Description reviewed by Manager:	Deputy Headteacher	November 2016
1.	MAIN PURPOSE OF JOB	
	<ul style="list-style-type: none"> I. To provide communication and educational support to a Deaf pupil in Huntington Secondary School. II. To facilitate optimal access to the curriculum by communicating spoken information and implementation of alternative teaching strategies and support materials. III. Support for a Deaf pupil using British Sign Language (Level 6)/SSE/ Signed English/spoken English as appropriate 	
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:	
	i.	To work in class with deaf learner to facilitate communication and access using a range of communication modes and strategies as appropriate.
	ii.	To liaise closely with teaching staff regarding the delivery of the curriculum, advising as appropriate on the modification and differentiation of the learning environment, materials and delivery styles. Uses own initiative in delivering and implementing learning activities by application of specific skills, knowledge and experience with and of pupils under the guidance of the Specialist Teacher for Deaf children
	iii.	To provide appropriate support to children during assessments, according to guidelines issued by the awarding bodies.
	iv.	Contributes to the planning cycle and prepares and differentiates work in consultation with and under the guidance of the Senco, class teacher and Specialist teacher of the deaf.
	vi	Selects and prepare appropriate resources to support the CYP's development and learning
	vii.	To promote deaf awareness and signing within the school community
	viii.	Contributes to the assessment and monitoring of pupil progress

	ix	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
	x	To provide support, advice and guidance to deaf children to enhance their social emotional wellbeing.
	xi	To promote awareness of deaf children's needs and how to support them within the wider community
	xii	Provides additional support and guidance for CYP on school visits and in other activities outside of the classroom.
	xiii	Follows school's policies and procedures, in particular: Service's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy. Makes oneself aware of practices within host establishments.
	xiv.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities. Provides advisory support and contributes to the delivery of professional development.
	xv.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xvi	Contributes to the overall ethos, work and aims of the school
3.	SUPERVISION / MANAGEMENT OF PEOPLE None	
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> • Monitors and is responsive to CYP's learning and behaviour at all times by making adjustments to supervised activities. • Monitors and is responsive to CYP's personal needs and adapts plans accordingly. • Communicates effectively with teachers, other professionals and parents whenever the need arises. • On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the Specialist Teacher for the deaf. • Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise. • Participates in the design of deaf friendly classroom resources. 	
5.	CONTACTS & RELATIONSHIPS <ul style="list-style-type: none"> • Internal Enables CYP's access to the planned curriculum and meets personal and social needs - daily. Takes part in school, departmental or whole team meetings as required. Contributes to 	

	<p>the professional development of colleagues. Works in collaboration with school and specialist team staff - daily.</p> <ul style="list-style-type: none"> • External Provides information about CYP's progress, strategies and issues eg therapists, specialist teachers, educational psychologists and implements joint recommendations. Shares and discusses CYP's progress and needs and family needs with parents and recommends strategies/courses of action as required. • Provides information and advice to professionals and parents regarding specialist resources
6.	<p>DECISIONS – discretion and consequences</p> <ul style="list-style-type: none"> • Communicates information effectively to teachers, other professionals and parents whenever the need arises. • Recognises when it is necessary to make adjustments to planned activities in order to enable a CYP to access the curriculum fully and make progress. • Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
7.	<p>RESOURCES</p> <p>Prepare appropriate visual resources for the use of CYP at school and in the home.</p> <p>Be responsible for use of personalised equipment, including cochlear implants, IT equipment, communication aids</p>
8.	<p>WORK ENVIRONMENT –</p> <p>Work demands</p> <ul style="list-style-type: none"> • Work may be subject to frequent change and interruption • Need to prioritise workload to individual pupils who would be at significant risk without specialist support. <p>Physical demands</p> <ul style="list-style-type: none"> • Involves some sitting with CYP but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, following approved procedures. <p>Working conditions</p> <ul style="list-style-type: none"> • Majority of work takes place in classroom • Staff will be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. <p>Work context</p> <ul style="list-style-type: none"> • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

9.	KNOWLEDGE & SKILLS <ul style="list-style-type: none"> • BSL level 6 or equivalent • Use of SSE/ Signed English/spoken English as appropriate • In depth knowledge, understanding and skills in relation to deaf children • Experience of working with deaf CYP and their families • Excellent communication skills • Excellent interpersonal skills • Skills in and experience of liaising and working closely with schools, parents and other professionals involved with children and young people • Time management and organisational skills • Good literacy and numeracy skills • Team player skills • ICT capability – to produce appropriate resources • Knowledge of child development and children's personal development needs • Knowledge of deaf specific strategies which promote good language use • Knowledge of developmental progression in the emotional curriculum • Has skills and confidence in coaching adults • Ability to contribute to in-service training to staff in school / other agencies/ parent/carers • Experience of working in multi-disciplinary teams • Experience of participating fully in planned intervention programmes for deaf CYP