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## **Role Specification**

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### **Title of Role**

Transition Support Communicator (TSC)

### **Line Management Supervision**

Responsible to Senior Transition (Communication) Support Worker

Responsible for There are no direct line management duties attached to this role

### **Overall Purpose**

- To provide excellent communication support to children and young people in the Post 16 Department at Royal School for the Deaf Derby.
- To work in collaboration with the range of professionals around the learner to support all children and young people in the Post 16 Department to achieve their ambitions.

### **Main Activities**

- Facilitate students' learning through a range of support strategies such as sign communication, note taking, lip speaking and language modification.
- Work in collaboration with the range of professionals around the learner to provide a holistic and consistent approach to each young person's progress and attainment.
- To maintain timely and accurate records of learner progress and attainment.
- Actively encourage students to participate as fully as possible in the life of the college including contributing to lectures and interacting with their peer groups through social times such as lunch breaks.
- To work on a one:one basis and with small groups of students to reinforce knowledge delivered by course lecturers, basic and key skills teachers.
- To raise awareness of the needs of young deaf learners amongst college lecturers and peer groups.
- To support the needs of students with complex special educational needs.
- Communicate in a variety of settings including work based learning/ placements for students and inductions- most settings are within the locality but some may be as far away as Lichfield or Nottingham.
- Work without direct supervision, referring complex and / or sensitive matters to the Post 16 Co-ordinator and follow safeguarding policy and procedures at all times.
- Offer practical support and guidance to students encountering emergencies
- Promote the inclusion of students with complex learning difficulties across the college.
- Participate in staff training/review/appraisal cycles, inductions.
- Participate in trips and visits off campus for example, camping expeditions, information days, local events.
- To use own car to transport students to and from provider colleges and course activities where need be. Mileage expenses can be claimed for this.
- Work with flexibility including providing cover for absent colleagues and emergency situations.

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Level 3 Certificate in Communication Support for Deaf Learners (or willing to train towards as soon as practicable after appointment)	•	
Modifying written English texts for Deaf people		•
A good level of general education across a range of curricula including Mathematics, English and IT	•	
British Sign Language Level 2 or proficient signer	•	
British Sign Language Level 3 (or willing to train towards as soon as practicable after appointment)		•
GCSE English grade 4 – 9 (C –A*) or equivalent	•	
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Supporting and communicating for learners in an educational setting	•	
Contributing to Individual Learning Plans and helping to track learner progress		•
Using a range of strategies to resolve potentially challenging behaviours	•	
Putting SEND legislation into practice for the benefit of children and young people	•	
<b>Knowledge</b>	<b>Essential</b>	<b>Desirable</b>
A range of positive strategies and interventions to support the progress of learners	•	
The effects of specific types of communicative behaviour, e.g. proximity, tone and gesture, and non-verbal behaviour, e.g. body language, personal space, on pupils' emotional and behavioural responses, and how positive examples of these can improve pupils' self-esteem and social response		•
Deaf Community and context		•
The rights of the children and young people including the right to be treated with dignity and respect	•	
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>
Able to build positive and constructive relationships with children and young people	•	
Able to work autonomously and on a one: one basis	•	
Proficient communication in both British Sign Language and English	•	
Ability to work in a non-judgemental and confidential manner	•	
Able to use strategies for rebuilding damaged emotional relationships between pupils and their peers	•	
Ability to promote good team working, support colleagues and remain professional at all times	•	
Ability to create and maintain a positive learning environment where young people feel safe, happy and engage in teaching and learning	•	
The ability to reflect on own behaviour for example, the importance of modelling the behaviour you want to see and the implications of this for your own behaviour	•	
<b>Other</b>	<b>Essential</b>	<b>Desirable</b>
The health and physical capacity to provide continuity of support for teaching and learning as set out in The Education (Health Standards) (England) Regulations 2003	•	
Appropriate assertiveness and negotiation skills for working with young people	•	
Emotionally resilient, able to remain calm when faced with sensitive/emotional matters and when working under pressure	•	
Motivated to take responsibility for own continuing professional development (CPD) and participate in whole school and departmental CPD sessions	•	