	Job Description: Educational Communicator	Scale: Unqualified Teachers' Pay Scale Hours/Weeks: 32.5 hrs/39 wks Updated June 2019
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Person reports to:	<ul style="list-style-type: none"> • Head of Deaf Support
Person supervises:	<ul style="list-style-type: none"> • None
Purpose of Job:	<ul style="list-style-type: none"> • To provide communication between deaf students, staff and hearing impaired in British Sign Language, Sign Support English, note-taking or other methods as appropriate. • To modify language, provide examples etc, to enhance student's experience and access to the curriculum. • To further the inclusion of Deaf students by participating in meetings, attending courses and being aware of national developments. • To provide communication support for deaf staff at department meetings, briefings and Inset days where appropriate. • To plan, deliver and evaluate sessions to small groups of Deaf students in line with their individual and curriculum needs. • To undertake duties with appropriate supervision, determination, knowledge of work areas and a degree of independence of action. • To support with and carry out the reviewing of targets set for students within their annual reviews.

MAIN DUTIES AND RESPONSIBILITIES

1. Operational Duties

- Provide communication between deaf students and staff and hearing peers in British Sign Language (BSL), Signed Supported English (SSE), note-taking or other methods as appropriate. This will include providing communication support for deaf staff at a variety of department and school meetings and presupposes the professional code of conduct for interpreters regarding confidentiality etc will be followed.
- When working with students, make professional judgements to modify language, provide examples etc. to enhance students' experience and access to the curriculum.
- Create new signs (in collaboration with Teachers of the Deaf) that meet the needs of both the students and the curriculum content.
- To provide advice and support to subject teachers regarding seating plans, access arrangements, differentiation, deaf students' level of understanding of lesson etc.

- To work in collaboration with Teachers of the Deaf, Deaf Instructors and other school based staff to provide an appropriate curriculum for individual deaf students.
- To liaise with external professionals as required.
- To support with and carry out annual reviews as required.
- Modify written texts into accessible, plain English. Create resources that support or consolidate subject specialist's class teaching.
- To work with individual or groups of students on skills, knowledge and vocabulary to improve student learning.
- To work with individual or groups of students to support their learning needs including planning, delivering and evaluating taught sessions to both groups and individuals. The outcomes of these sessions should be monitored and would feed into performance management outcomes.
- To take an active part in promoting effective discipline by offering support, guidance and advocacy where necessary. Act as channel of communication between deaf and hearing at the request of staff or students to resolve issues of discipline and behaviour.
- To provide communication support at various school events, trips and performances, and other events after school hours, including evening and weekends.
- To participate in the Performance management procedures of the school.

2. Additional duties


- Be a member of the Inclusion Faculty.
- Uphold the school expectations of both student and staff conduct.
- Work within the framework of the school ethos, adhering to the Code of Conduct for staff and all other school policies at all times.
- Maintain high standards of professional behaviour and presentation.
- All staff are expected to take part in necessary training and staff development.
- To act as co-tutor for a tutor group as required

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment within the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.

SAFEGUARDING CHILDREN

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and uphold all relevant procedures.

	Person Specification and Selection Criteria	Scale	Unqualified Teachers' Pay Scale
	Educational Communicator	Updated	June 2019
Essential	Essential / Desirable	How the selection criteria will be assessed	
Qualifications			
Educated to at least GCSE or equivalent level, including English and Maths	E	Application form	
Relevant professional certification/qualification: <ul style="list-style-type: none">- Communication Support Workers Certificate- Level 2 BSL- Additional Professional development	E	Application form	
Professional Experience, Knowledge and Understanding			
Experience working with children with a range of SEND	E	Application form, Interview	
Experience working within the Deaf Community	E	Application form, Interview	
Experience with Inclusive school setting	E	Application form, Interview	
Understanding of Deaf culture	E	Application form, Interview	
Knowledge of ICT, especially relating to deaf community	E	Application form, Interview	
Ability to organise and prioritise own workload within appropriate timescales	E	Application form, Interview	
Ability to plan, deliver and evaluate taught sessions to small groups or individual students	E	Application form, Interview	
Abilities and Skills			
Ability to provide communication support using BSL, SSE, Lip speaking and/or notetaking skills as appropriate to situation/student	E	Application form, Interview	
Demonstrate an awareness / understanding of the requirements of working with a range of learning and physical disabilities	E	Application Form, Interview	
Ability to work independently and as part of a team	E	Application Form	
Ability to communicate clearly and responsively with students, staff and other relevant stakeholders and outside agencies	E	Application Form, Interview, Test	
Good interpersonal skills	E	Application Form, Interview	
Ability to work proactively, solve problems and present solutions with a flexible can do attitude	D	Application Form. Interview, Test	
Ability to maintain effective working relationships with students, parents/carers, colleagues and other stakeholders in the school community	E	Application Form, Interview	
Personal Qualities			
A commitment to working in a busy school environment	E	Application Form, Interview	
Flexible, motivated and committed	E	Application Form, Interview	
Good attendance and punctuality	E	Application Form, Interview	
Willingness to see a job through to completion	E	Application Form, Interview	
Energy and enthusiasm with a good sense of humour	E	Application Form, Interview	
Adaptability to changing circumstances and new ideas	E	Application Form, Interview	
Professional approach to working	E	Application Form, Interview	
Committed to the ethos of the school	E	Application Form, Interview	
Willingness to be flexible and take on additional duties as and when required	E	Application Form, Interview	
Willingness to participate in further training and development opportunities offered by the school	E	Application Form, Interview	
Equal Opportunities Awareness			
A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way	E	Application Form, Interview	
A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities	E	Application Form, Interview	
A commitment to working in a flexible and collaborative manner with all members of the school community	E	Application Form, Interview	
Child Protection and Safeguarding Awareness			
An understanding of child protection and safeguarding matters	E	Application Form, Interview	

A commitment to safeguarding and promoting the welfare of young people and to abide by school's Safeguarding, Child Protection and Early Help Policy and Keeping Children Safe in Education.	E	Application Form, Interview
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