

JOB DESCRIPTION

POST TITLE:	Communication Support Worker
GRADE:	Harmonised Salary Scale Point 21-23 pro rata
RESPONSIBLE TO:	Inclusion Coordinator
RESPONSIBLE FOR:	Delivering highly effective SEND support and support for deaf student, in line with teaching and learning plans to ensure successful outcomes for students and apprentices.
DIRECTORATE:	SEND and Inclusion Department
WORK ARRANGEMENTS:	14 hours per week / 40 weeks per year

PURPOSE OF THE POST

The post holder will:

- Provide high-quality support to remove communication barriers, enable equal access to education, and support the academic, social, and personal development of Deaf and hearing-impaired students within the FE environment
- Provide high-quality, student-centered support that enables those with additional learning needs, disabilities and/or EHCPs to access the curriculum, achieve ambitious outcomes, develop independence and successfully progress towards their next steps in education, employment, training and adulthood.
- Work collaboratively with curriculum teams, tutors, specialist staff and external agencies to deliver inclusive support aligned to curriculum content, EHCP outcomes and Preparation for Adulthood aspirations.

DUTIES AND RESPONSIBILITIES

SPECIALIST AREA: BRITISH SIGN LANGUAGE

1. Interpret or translate spoken information into British Sign Language (BSL), Sign Supported English (SSE), lip-speaking, or other agreed communication methods.
2. Convey information accurately during lessons, tutorials, assessments, meetings, and practical activities.
3. Support communication between students, lecturers, support staff, and peers.
4. Ensure students can fully access curriculum content across academic and vocational courses.

5. Clarify language, concepts, and technical terminology.
6. Adapt or explain learning materials when required.
7. Provide note-taking, scribing, or other learning support strategies.
8. Raise awareness of Deaf culture and communication needs.
9. Advise staff on inclusive teaching practices and environmental adjustments.
10. Help create a learning environment where Deaf students can participate on an equal basis with their peers

HIGHER LEVEL LSA DUTIES

11. Role model excellent inclusive and professional practice to other Learning Support Assistants
12. Act as mentor to new Learning Support Assistants
13. Support new staff to follow the LSA Handbook
14. Support the SEND Team in the promotion of our SEND services at Open Evenings and enrolment.
15. Attend meetings on behalf of SEND Advisors as and when required.
16. Support the SEND Advisors and Personal Development Coordinator with general SEND transition visits and Keeping in Touch events as and when required.

STANDARD LEARNING SUPPORT ASSISTANT DUTIES

17. Provide high-quality, inclusive support within lessons, workshops, and enrichment activities as appropriate and as directed by Learner Inclusion Plans.
18. Support students and apprentices to access curriculum content, participate fully in learning and make progress towards challenging and ambitious goals.
19. Promote independence, confidence, resilience, self-advocacy and positive student engagement.
20. Implement Learner Inclusion Plans and agreed support strategies consistently and effectively.
21. Support students to achieve EHCP outcomes and contribute evidence towards reviews and monitoring processes. Work proactively with tutors to understand curriculum plans, lesson objectives and assessment requirements, in order to plan effective and meaningful support.
22. Plan support alongside teaching staff to ensure students and apprentices can successfully engage with learning activities and assessments, which may include where appropriate responding to personal care and medical needs.
23. Promote and support the use of assistive technology and other tools that enhance learning and independence.
24. Adapt support approaches to meet the needs of students and apprentices across academic, vocational and practical curriculum areas.
25. Promote Preparation for Adulthood outcomes, including employment, independent living, community inclusion, health and wellbeing.

26. Maintain ambitious expectations for student and apprentice achievement, progression and positive destinations.
27. Attend curriculum team meetings, student and apprentice reviews, annual EHCP reviews and development activities as required.
28. Contribute to curriculum development and the continuous improvement of inclusive teaching and learning practices.
29. Assist with examinations, including implementing approved access arrangements.
30. Maintain accurate records of support, student and apprentice progress and agreed actions.
31. Participate in quality improvement activities including through the 'Your Curriculum Review' (YCR).

GENERAL

1. Work effectively as a team, listen, consult and work in partnership to shape the future success for our Group community.
2. Take an active role in the health, safety and welfare of students/apprentices and staff, ensuring attendance at all mandatory training and adhering to all policies and procedures.
3. Take responsibility for one's own professional development and continually update, as necessary, participating in appropriate staff development activities, as required, including the Professional Development Review.
4. Act as an ambassador for the Group, being positive and professional at all times.
5. Comply with all legislative and regulatory requirements.
6. Apply the Group's Safeguarding Policy and practices and attend all training as requested.
7. Comply with the Group's Equality, Diversity and Inclusion Policy, promoting an inclusive environment where every individual is treated with kindness and respect.
8. Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.
9. Take responsibility for keeping personal data safe, ensuring compliance with the data protection policy and procedures and attending all mandatory training.

Person Specification

Post:	Communication Support Worker	Department:	SEND and Inclusion Department
Key Requirements:		Essential/ Desirable	Assessed
Qualifications:			
British Sign Language level 3 (or CODA)		D	I
British Sign Language level 2 (or CODA)		E	I
GCSE Grade C/4 or above (or equivalent) in English and Maths, or willingness to work towards.		E	A
Relevant qualification in Supporting Teaching and Learning or SEND		D	A
Experience:			
Experience of supporting deaf students, and those with Special Educational Needs and Disabilities (SEND).		E	A / I
Experience of providing communication support within an educational setting.		D	A / I
Experience of dealing with behavioural challenges.		D	A / I
Experienced in applying inclusive practice and person-centred approaches		E	A / I
Skills/Knowledge:			
Excellent speaking and listening skills, including the ability to adapt communication to audience, context and surroundings		E	A / I
A good understanding of SEND and the application of EHCPs preferably in an educational setting.		E	A / I
Understanding of Preparation for Adulthood principles, the social model of disability and universal design.		D	A / I
Knowledge of assistive technology and adaptive learning strategies and how to apply them in vocational learning environments.		D	A
Excellent interpersonal skills		E	I
Good knowledge of a range of disabilities, associated challenges and relevant reasonable adjustments that foster independence and self advocacy.		E	A / I
ICT literate		E	A
Strong organisational and planning skills		E	A
Demonstrate an understanding of the Social Model of Disability and neuroinclusive practice		D	A
Qualities:			
Reliable, professional and organised		E	A
Able to work effectively as part of a team		E	A / I
Committed to continuous professional development		E	A
Flexible and adaptable in response to student/apprentice and departmental needs.		E	A / I
Solution focused with a proactive approach to achieving positive outcomes		E	A / I
Other Requirements:			
Good understanding of GDPR and the importance of professional confidentiality		E	A
An understanding of the responsibilities for safeguarding children and vulnerable adults in an educational setting.		E	A / I
Full commitment to Equal Opportunities and anti-discriminatory working practices		E	A / I

Flexible approach to the work and a willingness to work across different college sites as required.	E	A
Commitment to promoting wellbeing and positive outcomes.	E	I

E = Essential	D = Desirable	A = Application	I = Interview	T = Test
Produced by:	Nicola Beldham	Date Produced:	5.8 2026	