

## Job Description

<b>Job Title</b>	Communication Support Works	<b>Grade</b>	LBR 7 Point 23-25 £29,626-£30,451 (actual)
<b>School</b>	Oaks Park High School		
<b>Reports to</b>	Teacher of the Deaf, Deputy SENCO, SENCO		
<b>Liaising with</b>	Teachers, Parents/Carers and Students		
<b>Overview of the job</b>			
<ul style="list-style-type: none"> <li>• To promote effective communication skills for the deaf students (we use deaf to refer to any student with hearing loss).</li> <li>• Working to ensure strong outcomes for deaf students at Oaks Park High School.</li> <li>• Supporting student access to the learning environment and fostering independence with the aim of enabling access to the curriculum and facilitating full inclusion into school life.</li> <li>• Supporting students and families to access extra curricular opportunities within school life.</li> <li>• Facilitating communication between the students, their peer group and mainstream staff - helping the student develop communication, language and social skills alongside the skills they need to Prepare for Adulthood as deaf young people.</li> <li>• Provision of communication support to young people at Oaks Park.</li> <li>• Provision for deaf families to access information at school such as open evenings and parents evening.</li> </ul>			
<b>Main duties and responsibilities</b>			
<ul style="list-style-type: none"> <li>• Provide communication and learning support to deaf students in mainstream classes and specialist input, including individuals, groups, or whole school (e.g. assemblies, productions, parents' evenings).</li> <li>• Provide support on extracurricular &amp; residential trips.</li> <li>• Provide interpreting and other forms of communication support, e.g. note-taking, lip-speaking, Sign Supported English (SSE) to individual and small groups of students, conveying the content of any lesson, story, discussion or talk in a meaningful form in accordance with the student's Plan.</li> <li>• Adjust the communication support according to the needs of students, lesson aims, expectations of students, etc., including filling in gaps in student knowledge, relating new information to previous experience, working through a task with the student, repeating/reinforcing teacher information.</li> <li>• Support teaching staff to adapt lesson materials appropriate to support the needs of the deaf students.</li> <li>• Monitoring and evaluating student/student responses to learning activities.</li> <li>• Identify specific language and conceptual problems which occur within the classroom and gain support from other relevant staff as necessary</li> <li>• Facilitate communication between deaf students and hearing students and adults.</li> <li>• Facilitate communication between deaf parents and hearing hearing staff at school, including at open evenings, parents evenings and school events.</li> <li>• Provide appropriate communication support for assessments, including specialist assessments and exams (internal and external), including language modification.</li> <li>• Contribute to reports and review meetings for students as requested.</li> <li>• Provide additional sessions to support learning covered in mainstream classes (in partnership with teachers).</li> </ul>			

- Provide flexibility of approach such that help and support can be afforded to other members of staff and students in times of need or crisis.
- Creation of social network for young people with similar sensory needs.
- Promote independence for Sensory impaired children.
- Social and emotional support for families and young people.
- Promote deaf awareness within the school.
- Help develop visual phonics.
- Support students to access extra curricular activities by providing communication support.

### **Preparation**

- Ensure you are familiar with the relevant Education Health Care Plan for the students you support.
- Discuss with the teacher, before the lessons, the content of lessons and expectations of children, highlighting any problems which may arise through the choice of language, presentation etc.
- Discuss the role of the CSW and interpreting and support function with mainstres staff.
- Prepare or modify materials to suit individual students under the direction of the teacher.
- Prepare for any school events in advance with the guidance of your line manager.

### **Supporting the School**

- Contribute to the development of school policy.
- Contribute to the development of the Deaf Provision within the school.
- Ensure representation of the department on school working parties.
- Represent the department at appropriate meetings within the school.
- Be responsible for the strategic development of the Deaf Provision within the school.
- Contribute to school liaison and marketing activities, eg. material for prospectuses and attendance at Open Evenings.
- Attend all Parents' Evenings as appropriate and other school activities where appropriate.

### **Health and Safety**

- Ensure that Health and Safety Policies and Procedures are followed by staff and students.

### **Additional duties**

- Play a full part in the life of the school community.
- Any other duties as requested by the Headteacher

### Person specification

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<b>Location:</b>	Oaks Park High School		

<b>Essential criteria</b>	<b>Assessed by: Application (A) Interview (I) Reference (R)</b>
Maths & English GCSE (A*-C Grades) or equivalent	A
Good spoken and written English language skills	A,I
BSL Level 3 or a willingness to train in this and a commitment to training to BSL level 3 (until CSWs achieve BSL Level 1, they remain a CSW in training paid on LBR5)	A
Ability to moderate language using (sign), speech and the written form to meet a range of different communication styles and needs	A,I
Relevant and recent experience of working with children and young people with special educational needs in an educational context to reduce barriers to inclusion, facilitate learning and encourage independence	A,I,R
A quiet, calm, encouraging and positive manner and the ability to remain calm and patient in difficult situations	I,R
Proven ability to work effectively as part of a team and independently, prioritising a range of tasks appropriately and organising time efficiently without immediate supervision	I,R
The ability to communicate sensitively and appropriately with colleagues at different levels, and with children and their parents; the ability to listen and take into account the views of others and to actively share information	I,R
Evidence of commitment to learning and the desire to constantly improve own practice/knowledge through self-evaluation and learning from others	A,I,R
Can use ICT effectively to support learning	I,R
Proven ability to write succinct reports and reliably keep detailed records	A,I,R
Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services	I,R
<b>Desirable criteria</b>	<b>Assessed by:</b>
5 A*-C grades GCSEs; higher level qualifications	A
Completion of a recognised Communicator's Course for deaf people or a willingness to undertake training for such a qualification	A
Relevant and recent experience of working with deaf children and a good understanding of the impact that this can have on learning and access to education	A,I,R
Additional SEN specific training and qualifications	A
Experience of working in a range of settings and across Key Stages; a good understanding of the national curriculum	A,I,R
Willingness to support students in extracurricular activities, such as residential trips if needed and subject to agreement	A,I,R
An understanding of deaf culture	A, I

