



Tudor Grange Academies Trust

Communication Support Worker -British Sign Language

Grade 5 point 16 to point 17

£28,282 - £28,770

Actual Salary £23,990 - £24,404

Contract

Full time / Child Specific Contract

37 hours per week, 38 weeks per year

8:15am – 4:15pm Mon-Fri

Job Description

Core Purpose

To provide support for learners with a hearing impairment in a mainstream school setting, interpret spoken English into British Sign Language and vice versa and adapt learning materials to the learner's needs.

Specific tasks

Under the direction and supervision of a qualified teacher

- Provide support for three pupils, which could involve 1:1 work, group work, whole class support, ensuring their safety and access to learning and to ensure that pupils are able to meet all the specified objectives detailed within their Education, Health, and Care plan.
- Provide communication support using British Sign Language to support mutual understanding and access to learning and inclusion and support each child according to their communication and learning needs.
- Work fluidly between English, British Sign Language and Sign Supported English depending upon pupil responses and need.
- Continue Professional Development in the use of BSL in order to provide support required.
- Support children in accessing the National Curriculum and adjust the level/type of support provided according to the needs of the child, e.g. filling in gaps in pupils' background knowledge, relating new information to previous learning, teaching new vocabulary, working through tasks with pupils, or repeating/reinforcing information.
- Read through lesson plans in advance of lessons to ensure understanding of the content, teaching objectives and tasks, and knowledge of required signs.
- Support with modification of the curriculum, individual learning plans and teaching strategies and help prepare, or organise learning resources when required.
- Ensure that children's successes and difficulties with tasks and learning are fed back to the class teacher.
- Support children in carrying out tasks set by the class teacher, Special Educational Needs Coordinator (SENCO) or a Teacher of the Deaf.
- Encourage children to develop appropriate independence re: working, socialising, and playing and promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Under the guidance of a Teacher of the Deaf, assist in the management of children's audiology equipment, including hearing aids, cochlear implants, and assistive listening devices, promoting their use in class, and reporting any problems to a Teacher of the Deaf
- Assist with the development and implementation of Individual Educational Plans (IEP's) including reporting to parents and other professionals.
- Lead interventions, planned by a teacher, related to academic areas, audiological needs and speech and language development. Establish productive working relationships with pupils within the classroom and school environment.

- Encourage pupils to interact and work co-operatively with hearing pupils and engage all pupils in activities e.g. through small group activities and interventions.

Support for the Teacher

- Work with the teacher and SENCO to establish an appropriate learning environment and in the planning and preparation of activities to meet the needs of pupils.
- Provide objective and accurate feedback, assessment and reports as required, to the teacher on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records, as agreed with the teacher and SENCO, contributing to reviews of systems/records as requested.
- Undertake marking or annotation of pupils' work and accurately record achievement/progress as agreed with the teacher and SENCO.
- Promote positive values, attitudes, and good pupil behaviour.
- Facilitate conversations between deaf parents and class teachers during the school day as needed and in emergencies. [This does not include interpreting at parents' evenings/other professional meetings such as EHCP reviews] Support hearing staff and children in acquiring and using BSL skills and in becoming Deaf aware.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in relevant staff meetings, parental consultations and other school events as required (with advance notice) [This does not include interpreting at parents' evenings/other professional meetings, unless all parties feel it is appropriate and in agreement]
- Participate in training and other CPD activities for the benefit of pupils and whole school development.
- Supervise pupils on visits, trips and out of school activities as required.

Generic responsibilities

- To undertake any responsible duties as requested by the Principal and or College leaders
- A positive attitude and commitment to continuous improvement
- A positive commitment to team working and participation
- Excellent communication skills

This post is likely to TUPE over to Tudor Grange staffing during employment duration

Line Manager:	SPI Team manager and Head Teacher
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