|  |  |
| --- | --- |
| **Job Description and Person Specification** | 1521034010332_Smallest |
| **As a school we are committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.** | |

**SECTION A: Role Profile**

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Title** | Communication Support Worker – Child Specific, British Sign Language | **Post** | This post will begin within KS1, progressing through school with child. |
| **Band and Salary** | Band C or D, depending on experience  Pro rata, per annum. Incremental progression subject to performance. | | |
| **Responsible to** | Headteacher | | |
| **Location** | Yorkswood Primary School | | |
| **DBS Check** | Enhanced check for regulated activity for working with Children and Adults | | |
| **Fluency Duty** | This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers. | | |

|  |  |
| --- | --- |
| **Special Conditions** |  |

|  |
| --- |
| **Role Purpose** |
| To provide support for a learner with a hearing impairment in a mainstream school setting, interpret spoken English into British Sign Language and visa-versa and adapt learning materials to the learner’s needs. |

|  |
| --- |
| **Role Responsibilities** |
| **Under the direction and supervision of a qualified teacher**  Provide support for pupil, 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 particular 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 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 radio aids, 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 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 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 at the start/end of the school day  Support hearing staff and children in acquiring and using BSL skills and in becoming Deaf aware.  **Support For The Curriculum**  Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/need  **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)  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  Take part in the personal care of pupils with physical impairments and administer basic first aid as appropriate  Undertake any other duties in line with the purpose of the role, which may reasonably be required |

**Section B: Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential Criteria** | **Desirable Criteria** | **Measured By** |
| **Education & Qualifications** | British Sign Language Level 2  Good literacy and numeracy (e.g., GCSE in English and Maths, or equivalent) | British Sign Language Level 3+  GCSE Grade C or above in English and Maths  Evidence of related training or interests | Application, Certificates, Interview, test |

|  |  |  |  |
| --- | --- | --- | --- |
| **Experience & Knowledge** | Experience of working with children in a school environment or nursery setting. | Experience of working with deaf children, ideally in a school environment | Application and Interview |
| Experience of delivering and evaluating lessons and work plans under the guidance of a teacher. | Planning and delivery of intervention work to support deaf children | Application and Interview |
| Experience of working with children who have special educational needs, and approaches to support emotional and academic well-being. | Experience and knowledge of emotional and well-being issues associated with deaf children | Application and Interview |
| Experience of recording and reporting on pupil achievement and progress, including knowledge of current assessment procedures for targeted pupils. |  | Application and Interview |
| Knowledge and experience of working to relevant educational policies, legislation, and guidance in relation to working with, and the protection/safeguarding of children. |  | Interview |
| Knowledge of how deaf children acquire and develop receptive, expressive, and social language skills |  | Interview |

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills & Abilities** | Ability to use ICT effectively to support learning |  | Interview |
| Effective interpersonal and communication skills with both deaf and hearing adults and children. | Able to contribute to IEP and Annual Review meetings | Application Form, Interview, Test |
| Ability to work effectively under pressure. |  | Interview |
| Work effectively as part of a team and make an active contribution. |  | Application form |
| Ability to assess individual pupil’s/groups learning and support their next steps in learning |  | Interview |
| Ability to create a stimulating, effective and challenging learning environment | Evidence of practical skills / resourcing to engage learners | Interview |
| Skilled in positive behaviour management using agreed whole school rules | . | Interview, Test |
| Ability to be able to manage and organise own time and pupil time effectively to enhance pupil learning and resources effectively |  | Interview |

|  |  |  |
| --- | --- | --- |
| **Core Behaviours** | **Excellence -** With enthusiasm, you work to deliver a high-quality service to meet customer, organisational and personal expectations. You adopt a ‘can do’ attitude in all the work you deliver, ensuring it meets the needs of current and potential customers. | Interview |
| **Simplicity -** You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all. | Interview |
| **Trust and Respect -**You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others to foster an environment of mutual trust and respect. | Interview |
| **Working Together -** You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve. | Interview |
| **Responsibility -** You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions. | Interview |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Requirements** |  |  |  |

|  |  |
| --- | --- |
| **Compiled/Reviewed by** | Lisa Irving (SISS Sensory and Physical Impairment Team Manager and Teacher of Deaf Children and Young People) Andy Tunstall Headteacher |
| **Date** | 20.12.2024 |