

Dear Candidate

Communication Support Worker

I am delighted that you are interested in applying for the role of Communication Support Worker at Eggbuckland Community College.

Eggbuckland is a wonderfully caring and positive school who put students at the centre of everything we do. We have extremely high expectations of our students and pride ourselves in our 'Everyone Can' ethos. We firmly believe that every student deserves a great education, regardless of their starting point and we are committed to enabling all students to flourish academically and develop into exceptional young people.

Students are encouraged to develop a love of learning, to think for themselves and to maximise their full potential. As part of Westcountry Schools Trust, we work collaboratively within our family of schools to ensure that all students and staff have to best possible experiences and opportunities.

I look forward to reading your application.

Yours faithfully

Heather Lilley



Eggbuckland Community College Job Description

Job Title:	Communication Support Worker (CSW)
Grade:	Grade D
Hours:	30 hours per week / 39 weeks per year
Responsible to:	Teacher of the Deaf – Secondary Assistant Head for Inclusion – Primary

PURPOSE OF JOB

This role will be primarily to provide holistic support for students who use British Sign Language (BSL) as their main form of communication. In the role, you will be mainly based either in Eggbuckland Vale Primary School, or Eggbuckland Community College, both of which have Hearing Support Centres.

The successful candidate will facilitate communication between Deaf children and their peers, teachers and school community, providing access to English through BSL, Cued Speech/visual phonics. You will complement the professional work of teachers by providing specialist support for Deaf learners and leading targeting interventions.

KEY RESPONSIBILITIES

- To liaise directly with the Teacher of the Deaf and classroom teacher, in order to facilitate learning
- To support D/deaf learners through signed communication (BSL), plus other systems such as cued speech, visual phonics and notetaking (training available for the right candidate)
- To promote Deaf culture and BSL within the class/group/school
- To work with a D/deaf learner's peer groups to enable him/her to share fully in the life of the school or college
- Liaise with higher level and experienced BSL/English CSWs
- Working alongside a TA, where appropriate, following a specified behaviour programme
- To encourage and promote the confidence and independence of D/deaf learners
- To interpret assemblies and school performances for d/Deaf learners and families
- To support students during their GCSE examinations and where appropriate, act as a Communication Professional
- To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job

DUTIES

Support the teacher by:

- Organising an appropriate learning environment and resources
- Make use of specialist equipment such as radio aids and sound field systems
- Following guidance from the class teacher/Teacher of the Deaf to adjust lessons/work plans
- Monitoring and evaluating pupil responses to learning activities



- Providing objective and accurate feedback as required on pupil achievement, progress and other matters
- Systematically recording progress and achievement in lessons/activities
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- To contribute to meetings with parents and professionals

Supporting pupils by:

- Having a child centred approach, being aware of the emotional needs of the D/deaf child and working flexibly in response to the child's needs
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Encouraging deaf pupils to interact and communicate with peers and teachers
- Ensuring that communication is adapted to meet each student's needs and preferences

Support the school/setting by:

- Having a flexible approach to the demands of school life.
- Following policies and procedures relating to safeguarding, health, safety and security, confidentiality, data protection and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school/provider
- Recognising own strengths and areas of expertise and using these to lead, advise and support others
- Promoting the use of British Sign Language, Deaf Awareness and Deaf Culture within the school as a whole

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment	Essential or Desirable	Application Form	Interview (or other selection activity)
<p>The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.</p>			
Qualifications:			
Fluent signer/ skills at BSL Level 3 or higher (or minimum Level 2 and willing to train at Level 3)	E	✓	
Level 3 Certificate in Communication Support for Deaf Learners (or equivalent/willing to train)	D	✓	
Qualification in Cued Speech	D	✓	
Attainment of GCSE qualifications to include Grade A* - C in Maths and English or equivalent	E	✓	
Experience:			
Experience of working with profoundly deaf children or young people	E	✓	✓
Experience of raising awareness of BSL and deaf awareness across the school/setting	D	✓	✓
Experience of working alongside teachers to give educational support	D	✓	✓
Experience of liaising with specialist staff about differentiation	D	✓	✓
Experience of working with a child/young person who is a BSL first language user	E	✓	✓
Experience in taking notes for students	D	✓	✓
Experience of working with students with Special Educational Needs	D	✓	✓
Experience of supporting students in GCSE examinations	D	✓	✓
Knowledge, Skills and Abilities:			
Knowledge of working with a deaf child who needs full access to the curriculum through BSL/interpreter level support	E	✓	✓
Commitment to learn Cued Speech	E	✓	✓
Knowledge of Deaf Culture and Community	E	✓	✓



Ability to communicate clearly and effectively with children and young people, parents and carers	E	✓	✓
Excellent interpersonal skills	E	✓	✓
Fluent communication with deaf people	E	✓	✓
Good IT skills	E	✓	✓
Have a positive “can do” attitude to innovation and change	E	✓	✓
Be ambitious and have a commitment to your own professional development	E	✓	✓
Be able and willing to contribute positively to the wider life of the school	E	✓	✓
Commitment to working with learning with additional needs & disabilities	E	✓	✓
A calm and patient approach and the ability to diffuse and de-escalate problems as and when they occur	D	✓	✓
Hold a full clean driving licence and have suitable insurance cover for business use	D	✓	✓

VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		✓
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E		✓
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		✓
Integrity:			
Acting always in the interests of children and young people,	E		✓
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		✓
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		✓
Collaboration:			



Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		✓
FURTHER REQUIREMENTS:			
Commitment to Safeguarding	E		✓
Enhanced DBS certificate on recruitment	E		✓

Signed:Date

Signed:Date