

PERSON SPECIFICATION –

Communication Support Worker British Sign Language

CRITERIA	ESSENTIAL	DESIRABLE
Education & Qualifications	<ul style="list-style-type: none"> British Sign Language Level 2 Good literacy and numeracy (e.g. Educated to Level 2 qualification including GCSE in English and Maths, (or equivalent)) 	<ul style="list-style-type: none"> British Sign Language Level 4+ GCSE Grade C or above in English and Maths. Evidence of related training or interests
Experience	<ul style="list-style-type: none"> Experience of working with children in a school environment or college setting. Experience of delivering and evaluating lessons and work plans under the guidance of a teacher. Experience of working with children who have special educational needs and approaches to support emotional and academic well-being. Experience of recording and reporting on pupil achievement and progress, including knowledge of current assessment procedures for targeted pupils. Knowledge and experience of working to relevant educational policies, legislation, and guidance in relation to working with, and the protection/safeguarding of children. Knowledge of how deaf children acquire and develop receptive, expressive, and social language skills 	<ul style="list-style-type: none"> Experience of working with deaf children, ideally in a school/college environment Planning and delivery of intervention work to support deaf children Experience and knowledge of emotional and well-being issues associated with deaf children
Skills & Abilities	<ul style="list-style-type: none"> Ability to use ICT effectively to support learning. Effective interpersonal and communication skills with both deaf and hearing adults and children. Ability to work effectively under pressure. Work effectively as part of a team and make an active contribution. Ability to assess individual pupil's/groups learning and support their next steps in learning. 	<ul style="list-style-type: none"> Able to contribute to IEP and Annual Review meetings

	<ul style="list-style-type: none"> • Ability to create a stimulating, effective and challenging learning environment • Skilled in positive behaviour management using agreed whole school rules. • Ability to be able to manage and organise own time and pupil time effectively to enhance pupil learning and resources effectively. 	<ul style="list-style-type: none"> • Evidence of practical skills / resourcing to engage learners
Core Behaviours	<ul style="list-style-type: none"> • Excellence - With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers. • 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 taking into account hybrid working. • Trust and Respect - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect • Working Together - You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve. 	

	<ul style="list-style-type: none">• Responsibility - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.	
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