

22. To support students after school so that they can participate in extracurricular activities.
23. To support deaf and hearing students during British Sign Language classes during and after school.
24. To support students at the start of and during their work experience.
25. To carry out any reasonable task as required by the teacher in charge of the resource provision.
26. To promote the use of English alongside BSL, enhancing literacy at all opportunities.
27. To commit to training in communication access in education if required.
28. To assist pupils in their social, health and hygiene development.

- Assist with the assessment of pupils needs in collaboration with the Class Teacher and use detailed knowledge and specialist skills to support pupils learning.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide oral and written feedback to pupils in relation to progress and achievement.
- Develop and contribute to the implementation of IEPs, monitoring & reporting back to their keyworkers
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Encourage the pupil to take responsibility for his / her own behaviour.
- Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
- Monitor the group's behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to the relevant people.
- Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.
- Provide additional assistance to pupils who may require emotional support.

SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons / work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

- Record progress and achievement in lessons / activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to meetings with parents as necessary to provide constructive feedback on pupil progress.
- Contribute to Annual Statement Reviews, attend review meetings as required
- Administer and assess / mark tests and exams / provide access arrangements for exams.
- Contribute to lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRIUCLUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses / needs.
- Deliver local and national learning strategies e.g. Literacy, Numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Contribute to the smooth transition of pupils between KS2-KS3, collecting information, meeting Y6 pupils via primary visits, organise TA's visits as required
- Contribute to the whole school Assessment & Achievement Day process
- Provide guidance for staff in meeting the needs of deaf students in the school
- Liaise with outside agencies to ensure the personal care needs of disabled students are met in school
- Contribute to development of school policy for the personal care for disabled students
- Be available to assist with medical and personal care for disabled students across the year group when required (training given as

	required)
Reporting to:	The teacher in charge of the Resource Base for Deaf students, under the direction of the Headteacher.
Responsible for:	-
Liaising with:	Students, teaching and non-teaching staff, parents and appropriate officers of the LEA
Working Time:	32.5 hours a week – TERM TIME ONLY
Salary/Grade:	APT & C 6
Disclosure level	Enhanced
Communications	
Proposed Other Specific Duties:	
<p>To undertake personal professional development as agreed with the Headteacher and attend nominated training courses for professional development when necessary.</p> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	

Headteacher:

Communication Support Worker :

Date issued:

Communication Support Worker: Level 6

Personal Specification

	Essential	Desirable
Education & Qualifications	Signature: Level 6 5 GCSE (or equivalent) including Mathematics and English A*- C qualification.	2 'A' Levels
Experience	Experience of working with deaf children.	Preferably in an educational setting and with non – BSL users.
Special abilities and aptitudes.	<p>To be able to demonstrate a good understanding of:</p> <ul style="list-style-type: none"> • Deaf people and culture; • How language is acquired; • The social and psychological implications of deafness; • The assessment and terminology of hearing loss; • Different communication systems used by deaf people; • Language modification for deaf children. <p>To be able to demonstrate good listening skills.</p> <p>To be able to communicate effectively with all school staff, students and others as appropriate.</p> <p>To have effective note-taking skills and clear handwriting.</p>	<p>To be able to demonstrate an awareness of the range of educational provision for deaf students.</p> <p>Knowledge of IT including basic work processing / keyboard skills. Specified IT skills as appropriate.</p> <p>Knowledge of availability and operation of hearing aid and radio aid systems.</p> <p>To have the ability to write reports.</p>
Other qualities	<p>To demonstrate good organisational skills.</p> <p>To be able to foster good relationships with staff and students.</p> <p>To demonstrate patience and sensitivity with the deaf students.</p> <p>To be flexible and be able to work on own initiative and as a member of a team.</p> <p>To have commitment to develop own skills within this field which will include attendance on training courses.</p> <p>To have commitment to undertaking own professional development.</p> <p>To motivate, inspire and have high</p>	<p>A willingness to undertake medical training in relation to the personal care and safety of a student.</p>

	<p>expectations of students. To commit to training in communication access in addition to BSL if required e.g. AUT in time with a Total communication approach</p>	
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