

## JOB DESCRIPTION

<b>Job Title:</b>	Communication Support Worker for Deaf Child
<b>Reports to:</b>	Class Teacher
<b>Grade:</b>	Kent Range 4 + SEN allowance
<b>Hours:</b>	32.5 hours (08.45– 15.45, Monday – Friday, Term-time only = 39 weeks per year)
<b>Job Type:</b>	Fixed Term with pupil placement



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### PURPOSE OF JOB:

This post of Communication Support Worker for a Deaf Child will require you to work as a facilitator for a profoundly deaf child who is currently in Key Stage 1. The child wears a cochlear implant and you will need to liaise with the Cochlear Implant Team, the local Teacher of the Deaf and local Speech and Language Therapy services. The pupil will require you to use British Sign Language (BSL) and sign supported English alongside a range of other suitable communication methods to ensure that they are able to participate in the classroom activities with their teachers and peers.

You will be supported in this role by the professionals listed above and by the relevant school staff.

### PRINCIPAL ACCOUNTABILITIES:

- Ensure the maintenance of a clean, orderly and safe working environment ensuring that equipment / resources / materials are set out on time and as per instructions and used safely to enable pupils to meet their learning targets.
- Assist teacher with learning activities ensuring health and safety and good behaviour of pupils (including off-site activities such as trips, swimming etc.).
- Support the pupil in accessing learning activities as directed by the teacher to enable the pupil's progress towards their targets.
- Be aware of and support differences to ensure the pupil has equal access to opportunities to learn and develop.
- Provide clerical / admin support (e.g. typing, photocopying, display etc.) and undertake basic record keeping in respect of pupil learning, behaviour management, child protection etc. (including liaising with therapists) as directed in order to support the teacher deliver the specific learning programmes set for the pupil.
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.
- Contribute to the overall work / aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans etc.
- Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
- Attend to pupil's personal care needs and assist with the organisation of refreshments and mealtimes to ensure pupils' wellbeing and health and safety.

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- Implement behaviour management programmes for pupils with severe learning and /or emotional problems to ensure pupils' wellbeing, health, safety and learning needs are met.
- Provide support for the class teacher and colleagues in the manual handling and/or physical restraint of pupils to ensure pupils' wellbeing, health and safety is maintained and assist with the development of hygiene, toilet training and general dressing programmes.

### NECESSARY EXPERIENCE:

- Good communication skills ideally trained to British Sign Language level 2 or above but not essential as full training can be given
- An understanding of Social, Emotional, Learning and Language needs of a deaf child
- A willingness to learn how to carry out daily checks on the pupil's cochlear implant
- Willingness to carry out individual speech and language programmes and to promote the development of listening skills (under the guidance of relevant professionals)
- An ability to distinguish between when to use your own initiative and when to seek help or advice
- Experience in the Early Years Foundation Stage and working with younger children
- The ability to form caring, supportive relationships with the pupil and while promoting independence
- To provide regular feedback to the class teacher, EYFS leader of learning, and other involved professionals regarding the pupil's progress
- Use basic technology i.e. computer, video, photocopier etc.
- Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.
- Good influencing skills to encourage pupils to interact with others and be socially responsible.

### PERSONAL ATTRIBUTES:

- A positive attitude to all aspects of work
- To be adaptable and flexible
- To demonstrate a desire to do your very best and to want to improve yourself
- To show dignity and respect for everyone
- To be self- assured and independent
- To act in a professional manner
- To use initiative
- To demonstrate accountability for all your actions

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### PERSONAL SPECIFICATION:

#### TRAINING & QUALIFICATIONS:

	Essential	Desirable
English and Maths GCSE or equivalent grade C/4 or above (original certificates <b>must</b> be brought to interview)	✓	
British Sign Language stage 2 or above		✓
Evidence of attending training to develop own skills		✓

#### PROFESSIONAL KNOWLEDGE & UNDERSTANDING:

Experience within any school		✓
Experience with children / young people with Additional Educational Needs	✓	
Able to use IT for their own needs and to develop children's learning	✓	

#### PERSONAL SKILLS & ABILITIES:

Excellent sense of fun, humour and enjoyment of life	✓
Able to build and manage relationships constructively with a wide range of pupils, adults and professionals	✓
Personal organisation skills in order to meet the many and varied elements of the role	✓
Able to work as a member of a team	✓

#### OTHER REQUIREMENTS:

Application forms must be completed in full – dates & grades of qualifications are essential	✓
Supporting letters should be clear and concise and relate to the person specification and job description	✓
Underpinned by an overall philosophy / understanding of special education	✓

The interview will explore candidates' ability to perform the duties of the post as well as:

- Safeguarding and promoting the welfare of children
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children / young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

If shortlisted, any relevant issues arising from references will also be discussed further at interview.