

## JOB DESCRIPTION

Job Title:	Communication Support Worker - 1:1 work with a hearing impaired student
School:	Drapers Mills Primary Academy
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Teaching and Support Staff, Trust HQ, other TKAT schools.

### Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

### Job Purpose

To provide learning and care support for a pupil with hearing impairment. This will involve working with the teacher to plan and deliver activities and supporting pupils with routines, transitions and behaviour management.

The Communication Support Worker will:

- Support pupil access to the learning environment and fostering independence with the aim of enabling access to the curriculum and facilitating full inclusion into school life.
- Facilitating communication between the pupil, their peer group and mainstream staff, and helping the pupil develop communication, language and social skills.
- Promote pupils independence, self-esteem and social inclusion

### Duties and Responsibilities

#### Teaching and Learning

- Supporting pupils to facilitate access to the teaching and learning environments and to

achieve their objectives on Education Health and Care Plans

- Establish productive working relationships with pupils, acting as a role model and setting high expectations for engagement, learning and behaviour
- Facilitate access to the language of the curriculum using the child preferred mode of communication. Communication support may include:
  - Communicating, modifying and clarifying language within the classroom
  - Environment, using voice clearly for hearing aid and cochlear implant users and sign language
  - Where appropriate use British Sign Language (BSL)
- Supporting the development of pupils' communication and language skills; giving good language models; using clear voice and good spoken and written English language as appropriate
- Help the pupils in relationships with peers, facilitating communication whilst
- Recognise the need to be sensitive to the children; helping to build pupil self esteem and confidence
- Facilitating communication between the pupil/student and mainstream staff including interpreting
- Promote independence and use strategies to recognise and praise/reward achievement of self-reliance
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

#### Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Assist with the development and delivery of individual education and support plans
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

#### Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate the knowledge and understanding of pupils to other school staff and

education, health and social care professionals, so that informed decision making can take place on intervention and provision

- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

#### Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

#### Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Communication Support Worker will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
Qualifications, Training and CPD		
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.	E	Application
Qualified in British Sign Language (BSL) or Signature registered BSL Level 1 or above	E	Application
First-aid training, or willingness to complete it.	D	Application
Experience		
Ability to moderate language using (sign), speech and the written form to meet a range of different communication styles.	E	Application
Relevant and recent experience of working with children and young people with special educational needs in an educational context to facilitate learning and encourage independence.	E	Application & Interview
Relevant and recent experience of working with children with hearing impairment and a good understanding of the impact that hearing impairment can have on learning and access to education.	D	Application & Interview
A working knowledge and demonstrable understanding of child protection and safeguarding.	D	Application & Interview
Sound knowledge and understanding of child development and the needs of children.	E	Application & Interview
Understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers.	E	Application & Interview
Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies.	E	Application & Interview
Knowledge, Skills and Attributes		
Good literacy and numeracy skills.	E	Application & Interview

Good organisational skills.	E	Application & Interview
Ability to build effective working relationships with pupils and adults.	E	Application & Interview
Knowledge of how to help adapt and deliver support to meet individual needs.	E	Application & Interview
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.	D	Application & Interview
Excellent verbal communication skills and active listening skills.	E	Application & Interview
The ability to remain calm in stressful situations.	E	Application & Interview
Good ICT skills, particularly using ICT to support learning.	E	Application & Interview
Personal Qualities		
Enjoyment of working with children.	E	Application & Interview
Sensitivity and understanding, to help build good relationships with pupils.	E	Application & Interview
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school.	E	Application & Interview
Commitment to maintaining confidentiality, safeguarding pupil's well being and equality.	E	Application & Interview
Resilient, positive, forward looking and enthusiastic about making a difference.	E	Application & Interview
Capacity to inspire, motivate and challenge children and young people.	E	Application & Interview