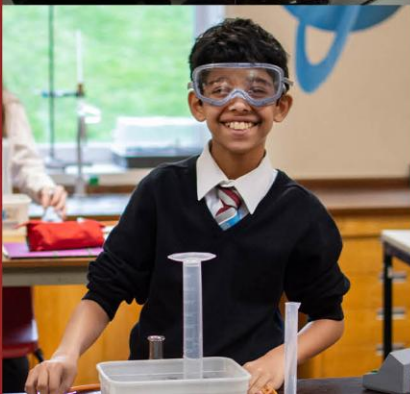




EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can



Recruitment

**Communication
Support Worker**

Everyone can... Be exceptional.

Dear Candidate

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

Eggbuckland is a wonderfully caring and positive College 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 are committed to enabling all students to flourish academically and develop into exceptional young people.

At Eggbuckland, we have extremely strong systems and routines, coupled with excellent pastoral care; this enables our students to thrive. In lessons, students are encouraged to develop a love of learning, to think for themselves and to work hard so they 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



Heather Lilley
Principal



Our Mission, Vision and Values

Our Mission

At Eggbuckland, we *will* foster:

A climate where *effort* prevails, above all else;

A curriculum which inspires *curiosity*: accessible and ambitious for all;

A community where *difference* is celebrated and *character* is shaped.

Our Vision

To be recognised as a great school where students receive a great education, regardless of their starting point.

Graduates of Eggbuckland will have the power to understand themselves and the world around them and have the confidence to realise their ambitions; they will be exceptional.

Our Values



Tenacity

"I have a goal and work hard to achieve it"

"I seek challenges to improve myself"

"I view setbacks as an opportunity for learning"



Integrity

"I am strong and stand up for what is right"

"I am honest"

"I am guided by strong moral principles"



Compassion

"I allow the voice of others to be heard"

"I accept people for who they are"

"I relish opportunities to improve the fortune of others"



Knowledge

"I am committed to instilling knowledge to my long term memory"

"I value the link between knowledge and increasing my learning and life chances"

"I utilise all opportunities to increase my wider knowledge"



From the Trust

Welcome to Westcountry Schools Trust (WeST); a tight-knit family of schools based around natural geographical proximity in the South West.

Initially formed as a small multi academy trust of only two schools in 2011, the Trust has experienced several iterations of growth and change.

In essence, WeST as we recognise it today, was launched in September 2017 with the ambition of delivering exceptional education for 2-19 years olds with the additional ability to provide postgraduate study through The WeST Training Institute (WTI).

The WeST family now extends to 31 schools of which 8 are secondary and 23 primary. All 23 primary schools naturally transition children into a WeST secondary school, an area of work we wish to further strengthen as our work matures.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do.

Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.



Nat Parnell

Chief Executive Officer

Westcountry Schools Trust

Trust Vision, Mission and Values

While all our schools retain their own identity, we are a united family who share a common Vision, Mission, and Values. We believe that by working collectively, we are stronger and can provide the very best education for our children.



Vision

Every child achieving in a great school



Mission

Empowering children to impact positively on society



Values

Collaboration, Aspiration,
Integrity, Compassion,
Respect



WESTCOUNTRY
SCHOOLS TRUST



**WESTCOUNTRY SCHOOLS TRUST
JOB DESCRIPTION**

Job Title:	Communication Support Worker (CSW)
Location:	Based at Eggbuckland Community College and Eggbuckland Vale Primary School currently
Grade/Salary:	NJC Grade D (scp 8-14) FTE salary: £26,824 - £29,540 Actual Salary: £18,627 - £20,514
Hours:	Two posts available: 30 hrs per week x 39 weeks per year Post 1 – 5 days a week at Eggbuckland Vale Primary School Post 2 – 5 days a week – 3 days at Eggbuckland Vale Primary School and 2 days at Eggbuckland Community College
Reports to:	Teacher of Deaf – Secondary Assistant Head for Inclusion - Primary

Purpose

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 mainly be 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 Roles and 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 Communication Professional
- To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job

The postholder will 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 students 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

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

Signed:

Date:

Signed:

Date:

Principal

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment	Essential or Desirable	Application Form	Interview (or other selection activity)
The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.			
QUALIFICATIONS:			
GCSE (or equivalent) in English and Mathematics Grade 9 – 4	E	✓	
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	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	✓	✓
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	E	✓	✓
Hold a full clean driving licence and have suitable insurance cover for business use	D	✓	✓
FURTHER REQUIREMENTS:			
Committed to Equality and Diversity including awareness of relevant legislation	E	✓	✓
Commit to personal and professional development linked to the role	E	✓	✓
Able to display an awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults	E	✓	✓

VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Collaboration			
We are "Stronger Together," sharing expertise across the trust to lift every school	X		X
Aspiration:			
We refuse to accept that geography or disadvantage dictates destiny	X		X
Integrity:			
We act ethically, transparently, and with financial propriety	X		X
Compassion			
We recognise need and act with positive intention to support wellbeing	X		X
Respect			
We value diversity, listen to our communities, and treat every individual with dignity.	X		X

Additional Information

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Equal Opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

Procedures

All appointments are subject to pre-employment checks. That means:

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our Child Protection Policy & Safeguarding Policy is available at:
<https://www.westst.org.uk/attachments/download.asp?file=2101&type=pdf>
- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc. in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied
- Your employment history will be thoroughly examined, and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up, and these references will be requested before the interview. References should cover the last 3-5 years' work history, as a minimum
- An online search of shortlisted candidates will be conducted in accordance with Part Three 'Safer Recruitment' of Keeping Children Safe in Education statutory guidance.
- The identity of referees and information relating to disclosures will be verified
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986
- An enhanced Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children. Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks. Westcountry Schools Trust will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.
- For information of how we use your data please click on this link— [Westcountry Schools Trust Recruitment information](#).

