



## **JOB DESCRIPTION**

<b>Job Title:</b>	Communication Support Worker (CSW)
<b>Primary Objectives:</b>	To support the communication needs of a deaf pupil and to assist teachers in their work with the pupil.
<b>Responsible to:</b>	The Headteacher

The duties of this post are as follows:

- To work collaboratively under the guidance of the class teacher and teacher from the Specialist Teaching Service Hearing Support Team to provide support throughout the school day to an individual deaf student who communicates through British Sign Language/or both through BSL and spoken language.
- To promote auditory awareness and development by encouraging use of the pupil's available hearing using personal hearing equipment appropriately.
- To ensure the pupil has understood what his/her class teacher expects and to help to keep him/her on task.
- To respond appropriately and encouragingly to the student's communication in speech or sign.
- To work 1:1 with the student promoting BSL skills and speaking and listening skills
- To prepare additional materials to support the student's access to the curriculum.
- To develop appropriate social interaction with another student's and to assist the student's inclusion in the classroom environment.
- To support the development of the students BSL and provide opportunities for wider development of BSL within the school
- To go on visits and activities that occur as part of the curriculum.
- To plan and liaise with School staff and external professions such as Teacher of Deaf Children and Young people
- To follow and respect school policies/procedures.
- To follow the school's guidelines and the County Council's policy on equal opportunities for pupils and staff.

**A. ASSESSMENT/MONITORING**

1. To assist the class teacher to carry out the task of assessment,
2. To discuss regularly with class teachers and school co-ordinators the specific needs of individual pupils.
3. To assist the class teacher in implementing students' EHCPs and support the pupil to achieve their outcomes
4. To contribute to reviews of progress.

**B. HOME-SCHOOL LIAISON**

To enhance communication between home and school.

**C. PROFESSIONAL DEVELOPMENT**

To attend school staff meetings and undertake professional development.

To carry out any other duties relevant to the post.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

**Person Specification**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Qualifications	<ul style="list-style-type: none"><li>• Evidence of a good general education to GCSE level or equivalent.</li><li>• BSL Level 2 or equivalent</li></ul>	
Written application and interview	<ul style="list-style-type: none"><li>• Clear, well presented application showing evidence and ideas to meet the requirements of this post and the ability to articulate these clearly at interview.</li></ul>	
Experience	<ul style="list-style-type: none"><li>• Relevant experience of working with children and/or young people either in a voluntary or paid capacity.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Experience of working in an educational establishment</li><li>• Experience of working with deaf children or young people</li></ul>

Knowledge	Of the linguistic and cultural background of the Deaf/Hearing-Impaired Community.	Of general education issues as they relate to Deaf/Hearing-Impaired pupils. Understanding of personal equipment to support listening used by Deaf children
Professional skills	Ability to prioritise and manage time effectively. Ability to work as a team member. Ability to communicate effectively and build relationships with pupils, parents and a wide range of other people.	Ability to handle difficult situations and to deal sensitively with disability issues.
Community	An understanding of the importance of supporting communication in a sensitive manner whilst promoting independence	An awareness of the need for whole school support and participation.