



Information for candidates applying for the role of:

Communication support worker

Permanent, part-time 28 hours 45 minutes x 38 weeks per year

Salary: NJC scale 5 (actual range: £16,357 - £17,595 p.a. inc).

Required: 1st September 2026



Highlands
School & Sixth Form



Dear candidate,

I am delighted that you are considering applying for the position of communication support worker at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. Our students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular and high achieving schools in London.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

We are judged ‘Outstanding’ in all areas by Ofsted. When we were recently inspected in November 2024, [the Ofsted report](#) highlighted the excellent curriculum, behaviour, safeguarding and personal development the school offers. The report said that students “thrive in this diverse and inclusive school”. Academic achievement is excellent at Highlands and we are featured in the Times ‘Parent Power’ lists of the top schools in England.

I am committed to developing staff and supporting their wellbeing. We have two hours of CPD every Wednesday; no other meetings are held during the week. We use centralised collaborative resources to support planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break. Teaching staff can have their PPA time blocked together and work from home.

Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine - yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands.

Before reading on, I recommend you watch this [video](#), which will introduce you to our school. I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher



History, ethos and values

Highlands was opened by Sir Tony Blair in 2000, the first PFI school in the country. Recently the school has successfully transitioned to our direct management and we couldn't be more proud. It is set in beautiful grounds and has a modern building in excellent condition. Mr McInerney is the third headteacher at Highlands. The previous head, Mr Goddard, led the school on a successful journey from 'Satisfactory' in 2007 to 'Outstanding' twice. The school's Outstanding status was confirmed in the November 2024 Ofsted inspection. The school has a strong reputation in the area for high academic standards and high standards of behaviour.

Our stated goal is "To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools." We take this very seriously and we have very high expectations of ourselves and each other. We are outward facing and research focused. We look at what the very best schools are doing nationally and internationally and then try to do it better.

Our values are determination, aspiration, respect and equality (DARE). These values underpin all of our work, and are our guiding principles. They summarise what we expect from students and staff. Our motto is 'Dare to flourish'. We chose this very carefully. The word 'dare' was chosen as it links to our values. The word 'flourish' was also carefully selected. The origin of the idea of flourishing dates back to Aristotle, who believed that the human purpose is to try and flourish, or live well. The modern spelling of the word is derived from the Latin, *flos*, which means flower. We like this word because we want all of our school community to grow and to develop. We know not everyone will grow and develop in the same way, but we will support them and be proud of them regardless.

Curriculum

Our curriculum has been carefully sequenced by highly skilled heads of department and faculty with the support, where appropriate, of nationally recognised experts such as Christine Counsell and David Didau. Our curriculum intent statements will give you a good sense of our philosophy towards the curriculum:

The Highlands School curriculum is highly ambitious and designed to educate students in the best that has been thought and said in each subject and to build cultural capital. At Key Stage 3 the curriculum goes beyond the requirements of the National Curriculum, introducing students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens.

The Highlands School curriculum supports a culture of reading. Reading and literacy open the doorway into the other subjects in the curriculum and to future success. The curriculum at Highlands encourages reading for pleasure and ensures students can access texts across the curriculum.

The wider curriculum at Highlands is an entitlement, not a privilege. All students take part in 28 days of carefully selected trips and visits over their seven years at Highlands to support the learning in lessons, build cultural capital and broaden their horizons to a world of opportunities.

The taught and wider curriculum, particularly through PSHE, teaches students about diversity, equality, inclusion and British values.



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Teaching, Learning and CPD

Our approach to teaching is underpinned by Rosenshine and the principles of direct instruction so, before applying, we advise potential candidates to be familiar with the principles and comfortable using them in the classroom. We value the teacher as the subject expert and we expect key knowledge to be delivered to students in a scaffolded and 'chunked' manner. We expect understanding to be checked throughout the lesson with the use of hinge questions, no hands up questioning and mini whiteboards. We buy all students mini whiteboards at the start of the year so they can all participate. Paired discussion is encouraged as a carefully planned part of the learning process. All departments have shared resources that are collaboratively developed and which staff are expected to use. This significantly reduces planning time for staff and means that every class has access to the same high quality resources.

Staff have CPD every Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, and work on curriculum development.

Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For ECTs, the school offers the early career framework.

We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos here: [Alice](#), [Mia](#)

For more details of our benefits package and tailored CPD programme you can read our [people offer](#) here.



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Enrichment

At Highlands we think about more than exam results. The extracurricular provision at the school is excellent. In recent years Highlands students travelled to Madrid, Morocco and New York. This year students studying physics will be visiting Cern in Switzerland, language students will be visiting Madrid and there are international trips to Morocco and Eswatini planned. Our students take part in the Duke of Edinburgh programme and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. This year students performed in the school show, Chicago, at the Millfield Theatre. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

All students at Highlands participate in 'DARE days'. These are four days each year when all lessons are suspended and students and staff participate in a range of trips and activities designed to enrich their learning experience and broaden their horizons.

When school finishes early on Wednesdays for staff CPD, we run compulsory Ed-Extra for year 7. These range from rugby to fashion, from dance to judo. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extracurricular programme at Highlands should rival that of any other secondary school in London.



The Sixth Form

Highlands has an Ofsted 'Outstanding', high performing and oversubscribed sixth form. In February 2024, the Department for Education value added performance tables put Highlands Sixth Form 106th out of 4,362 schools in England and 47th out of all state school sixth forms. Watch our 2025 sixth form video [here](#).

Students go on to a range of destinations including top universities (Oxford, Cambridge, UCL, King's College London), others have gone on to do degree apprenticeships at companies like Deloitte, Blackrock and law firms such as Allen and Overy. Whether it be A levels or BTECs we support students to the next stage of their life.

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave.

It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. Students participate in a thriving FemSoc, a debating society and other sporting events. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a flourishing enrichment programme which encourages sixth form students to take up leadership opportunities. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We are committed to supporting each student into the career or university of their choice. Learn more about the sixth form on our [sixth form website area](#).

School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.



Learning Support Department

Highlands School has a strong reputation in the local community for providing excellent support for SEND students. As a result we currently have 77 students with an EHCP; the highest number in any school in Enfield. We have a Learning Support Department, which is led by the SENCO, and supported by approximately fifteen LSAs, an SEND administration officer and an SEN teacher.

The school also has a local authority funded additional resource provision (ARP) for deaf and hearing impaired students. This provision is overseen by the SENCO, with the support of a teacher of the deaf, who is supported by a team of communication workers.



The role: Communication Support Worker

Job Purpose

To assist in the support and inclusion of students with specific educational needs within the school. Learning support assistants (LSAs) play an invaluable role in helping to meet the needs of many students with SEN and ensuring they receive their curriculum by aiding the student(s) to learn as effectively as possible both in group situations and individually, inside and outside of the classroom.

Job Details

The position is 21 hours 30 minutes hours per week x 38 weeks per year, permanent.

The successful candidate will report to the head of the deaf provision.

The salary is Scale 5 (actual range: £16,357 - £17,595 p.a. inc).

The post starts 1st September 2026



Job description

Key accountabilities

- Working under instruction/guidance of the teacher of the deaf and alongside the mainstream subject teachers.

Communication and learning support

- To provide communication and learning support to deaf students (mainstream classes, including individuals, groups, or whole school (e.g. assemblies, productions, parents' evenings).
- To provide interpreting and other forms of communication support (e.g. note-taking, lip-speaking) to individual and small groups of students conveying the content of any lesson, story, discussion or talk in a meaningful in a meaningful form, in accordance with the pupil's individual Education Plan (IEP)
- To adjust the communication support according to the needs of students, lesson aims, expectations of pupils etc., including filling in the gaps in pupil knowledge, relating new information to previous experience, working through a task with the student, repeating /reinforcing teacher information.
- To identify specific language and conceptual problems, which occur within the classroom and gain support from other relevant staff as necessary .
- To facilitate communication between the deaf students and adults.
- To provide appropriate communication support for assessments internal and external public examinations.
- To provide back-up sessions to support learning covered in mainstream classes (with guidance from teachers).

Preparation

- To ensure that you are familiar with the EHCP of the students you support.
- To discuss with the teacher, prior to the lessons, content of the lessons and expectations of children highlighting any problems, which may arise through the choice of language, presentation etc.

- To discuss with other support colleagues particularly deaf staff the most appropriate means of conveying the curriculum and other information and any difficulties which may arise during the lesson e.g. new vocabulary, concepts etc.
- To prepare or modify materials to suit individual students under the direction of the teacher.

Supervision

- To supervise deaf students in carrying out tasks set by the teachers and teachers of the deaf enforcing any rules and guidelines relating to behaviour or discipline.
- To ensure students have correct hearing aid equipment and that it is functioning correctly (ask TOD for support to carry out basic checks).
- To supervise deaf students on a rota basis during breaks and cover lunchtimes in emergencies
- To supervise deaf students on visits and trips.
- To assist students with social and independence skills as appropriate.
- To assist the responsible member of staff when taking students home or to the hospital in the case of illness or accident.

Planning, Recording and Reporting

- To participate in the short term, medium term and long term planning process.
- To record student progress (against criteria set out in IEPs and curriculum plans) and pass this information to other members of the team.
- To contribute to annual reviews and reports to parents.

Job description continued:

Liaison

- To meet regularly with colleagues within the school team.
- To liaise closely with parents and with representatives of other agencies (under the guidance of the Teacher of the Deaf). This may entail attendance at parents' evenings, family support groups and Annual review meetings.
- To liaise closely with other CSWs in all phases of education to share skills.

Professional Development

Participate in in-service training in school and externally.

- To undertake specific training for a CSW arranged locally, regionally or nationally.
- To interpret in school team meetings and other school events
- To participate in the delivery of in-service training to mainstream colleagues on the role of CSWs and positive communication environment.

Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment as and when required.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Skills and Knowledge and Experience

- BSL Level 3 or above.
- GCSE A*-C in English and maths or equivalent qualification.
- An interest or experience in improving the life chances of young people.
- An interest of experience in improving learning outcomes for students.
- An understanding or experience in strategies to support students with special educational needs.
- An interest or experience of working in education.

Personal Qualities

- Integrity.
- Trustworthiness.
- Good work ethic.
- Adaptability.
- Ability to work under pressure.
- Excellent interpersonal skills.
- Good organisational skills.
- Good time management.
- Eager and willing to add to their knowledge base and skills.
- Calm and friendly manner.
- Good sense of humour.

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The application process

Please apply by visiting the [vacancies page](#) on our website and complete an application form (at the bottom) in full with a personal statement of no more than two sides of A4 outlining how you meet the person spec. This can be typed in the space on the application form or as a separate document.

Closing date: 9am on Monday 15th June 2026. Interviews will be held shortly afterwards.

If you have any questions, please contact Kavita Tailor, HR Officer, at hsjobapp@highlearn.uk or **020 8370 1166**.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.



Highlands
School & Sixth Form

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