



# St Matthias School

Deans Road

Wolverhampton

WV1 2BH

Part of:



## Communication Support Worker (Deaf Resource Base)

St Matthias is a good school where staff know students well. Leaders work hard to ensure that everyone feels part of the school's diverse community. Students feel happy and safe at school. This is because leaders have created an environment where students are well supported and cared for. Leaders expect students to try hard in school. They do not tolerate disruption in lessons or at social times. In lessons students are polite and respectful of their teachers. Everyone gets access to a good-quality curriculum.

(Extracts from Ofsted Report published 10<sup>th</sup> January 2020)

**Salary:** NJC Grade 4 £22,369 - £24,054 (£19,240 for 44.85 weeks onwards) pay award pending

**Contract type:** Permanent

**Start date:** From Autumn term 2023

We are seeking to further expand the SEND learning support team and wish to appoint an enthusiastic Communication Learning Support Worker to work in our Deaf Resource Base. You will need initiative and be able to work collaboratively to provide a caring and stimulating environment for our children. You must have good interpersonal skills, ICT skills and enjoy working with children. We offer a friendly supportive working environment with a commitment to the continued professional development of staff.

**The successful candidate will have:**

- Experience working and supporting in an educational setting
- British Sign Language at Level 2 or above
- Successfully planned and delivered interventions and booster groups
- Maths and English GCSE level A – C or equivalent
- A positive and supportive influence on the teacher and children you support
  - The ability to recognise the child's needs & adapt the learning accordingly to ensure children thrive
- Committed to the learning and development of children within your care.

**Responsibilities will include (but are not limited to):**

- Work with individuals or small groups of students, who are deaf or have a hearing impairment, within the classroom under the direct supervision of teaching staff
- Work with students with special educational needs and/or with students for whom English is not their first language
- To be aware of student problems, achievements, progress and report to the teacher as agreed
- Monitor student responses to learning activities and record achievement/progress as directed
- Provide regular feedback to class teachers on student achievement, progress and problems
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher
- Support learning by arranging/providing resources for lessons/activities under the direction of the line manager
- Reading and scribing for students for whom this is their normal way of working
- Sharing good practice regarding what works when supporting and individual or group
- Attend and participate in relevant meetings as required
- Assisting with the supervision of students out of lesson times at various times of the school day, including before and after school, according to contractual hours
- Accompany staff and supervise students on visits and trips as required
- The post holder is required to be aware of and comply with policies and procedures relating to child protection, equal opportunities, health & safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Any other duties commensurate with the duties/responsibilities/grade of the post
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities.

Any changes will take account of salary/hours and will be subject to discussion, in accordance with the guidance note on contractual changes

## **Other generic duties and expectations:**

### **1. Ethos**

- To always look for and expect the best from all our students
- To promote creativity in learning design, delivery and outcome
- To be a positive role model in personal behaviours and self management
- To respect everyone as an individual
- To take care of our learning environment
- To promote sustainable development
- To work collaboratively, embracing team work and partnership

### **2. Leading Learning**

- To support learning by following the agreed policies, systems and structures
- To be responsible for your own professional learning and support development of colleagues
- To be committed to student attainment
- To promote health and wellbeing, including safeguarding our students

### **3. Community**

- To work to build community cohesion
- To work positively with parents and families

### **4. Safeguarding**

- To support and contribute to the safeguarding of all our students

### **4. Generic**

- In addition, the post is subject to compliance with reasonable requests made by the Head teacher.
- Our school is committed to safeguarding and promoting the welfare of children.

This post is subject to all necessary safeguarding checks this includes satisfactory references requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications and of the right to work in the UK.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

To apply follow the link our website or on our advertising platforms.

For further information please check our [website](#), call the School on 01902 556400 or email [recruitment@st-matthias.com](mailto:recruitment@st-matthias.com)

**Closing Date:** Tuesday 7<sup>th</sup> november 2023

**Contact us now to discuss the role in more detail or to visit us in school.**

Website: [www.st-matthias.com](http://www.st-matthias.com)

# Communication Support Worker - Person Specification

|                             | Essential requirements                                                                                                                                                                                                                                                                                                                                                                                                                                      | Desirable requirements                                                                                                                                                                                                                       | Identification                                                                        |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Qualifications</b>       | <p>Good numeracy/literacy skills</p> <p>Maths and English GCSE level A-C or equivalent</p> <p>BSL level 2 or above</p>                                                                                                                                                                                                                                                                                                                                      | <p>Completion of DfES Teacher Assistant Induction Programme</p> <p>NVQ level 2 Teaching Assistant qualification</p> <p>Training in the relevant strategies e.g. literacy</p> <p>First aid training</p> <p>Basic Food Hygiene certificate</p> | <p>Application form, interview procedure, and viewing qualification certificate</p>   |
| <b>Experience</b>           | <p>Some understanding and awareness of SEND</p> <p>Experience working with Deaf children</p> <p>Recent experience working in a similar role</p>                                                                                                                                                                                                                                                                                                             | <p>Working with secondary school aged Deaf children</p> <p>Deaf awareness training</p> <p>Experience working with students with SEND</p> <p>Demonstrate experience of impacting on pupil and progress outcomes</p>                           | <p>Application form, interview procedure, references</p>                              |
| <b>Knowledge and skills</b> | <p>Understanding of relevant policies</p> <p>Excellent oral and written communication</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>Some awareness of the National Curriculum, especially the national strategies for teaching English and Mathematics</p>                                                                                                                    | <p>Application form, interview procedure, references</p>                              |
| <b>Qualities</b>            | <p>Ability to work as part of a team</p> <p>Positive and flexible</p> <p>Ability to support, encourage and build confidence and skills of children experiencing barriers to learning</p> <p>Good interpersonal, organisational and communication skills</p> <p>Ability to deal sensitively with children and parents</p> <p>Ability to maintain the ethos of the school</p> <p>Able to work under direction but use initiative as the situation demands</p> | <p>Good ICT skills</p>                                                                                                                                                                                                                       | <p>Application form, interview procedure, references</p>                              |
| <b>Other requirements</b>   | <p>Suitable to work with children</p> <p>Have commitment to own personal and professional development</p> <p>Commitment to upholding and promoting the school's ethos and values</p>                                                                                                                                                                                                                                                                        | <p>Able to be flexible with working hours should the need arise or extra work on an <i>ad hoc</i> basis.</p>                                                                                                                                 | <p>References, DBS check, identity checks, interview, medical fitness declaration</p> |