

**Elmfield School for Deaf Children**

JOB TITLE                      Communication Support Worker

GRADE                              Bristol Grade 8

MANAGED BY                      Headteacher

**Purpose of the Job**

To support Deaf pupils in a range of educational settings, facilitating communication between learner, staff and peers, using appropriate modes of communication and other strategies and ensuring optimal access to the curriculum and life of a mainstream school.

**Key Job Outcomes****1.        Support for children's learning**

- To work in class with Deaf learners to facilitate communication and access using a range of communication modes and strategies as appropriate.
- Adjusting the communication support according to the needs of the pupil and the aims of the lesson.
- Where necessary filling in the gaps in pupil knowledge, relating new information to previous experiences.
- Working through tasks with pupils and adjusting learning materials as appropriate during the class.
- Modifying and preparing learning materials in preparation for lessons or to supplement those already available to suit individual pupil's needs.
- Providing pre-teaching and post-teaching lessons, in which specific language and conceptual issues are addressed and the learning is reinforced.
- Supervising and encouraging safe behaviour of individual pupils and groups.
- Analysis of achievement to feedback to tutors and subject teachers to support the pupils IEPs.
- Assist in the development, monitoring, reviewing and progression of pupil's learning plans.
- To contribute to Annual reviews, IEPs and reports to parents on pupil progress.
- To have high-expectations of the pupils, and encourage them to achieve these with the right support.
- To take initiative with regards to supporting the pupils, evaluating their progress and adapting the levels of support accordingly.

**2.        Support for the learning environment**

- To identify specific language and conceptual problems which occur within the classroom and relay this information to the subject teacher or tutor.
- To monitor pupil deadlines and report dates to tutors; CSWs and tutors will work together to enable the pupils to achieve the deadlines.
- Encouraging a positive learning environment by modeling good communication skills, punctuality, commitment to work and flexibility.
- To support holistically and be willing to adapt the support depending on the pupil, the teacher, the subject and the situation accordingly.
- To be well prepared for lessons i.e. obtaining lesson plans for preparation, discussing upcoming topics with subject teachers, having good subject knowledge and preparing jargon and subject specific signs.

- To support and advise mainstream staff on appropriate communication strategies when working with Deaf students.
- To facilitate communication between the deaf pupil(s) and the hearing pupils or adults.
- Where necessary to provide appropriate support for assessment, these could be classroom based assessment and/or individual pupil assessments.
- To provide appropriate support to pupils during examinations, according to guidelines issued by the awarding bodies.
- To participate in the delivery of in-service training to mainstream colleagues e.g. deaf awareness.
- To promote the required standards of achievement and performance, for individuals and groups within the classroom.

### **3. Care and support for children**

- To supervise deaf pupils in the carrying out of tasks set by subject teachers, enforcing rules or guidelines for behaviour.
- To discuss with other staff the most appropriate methods of delivering the curriculum and other information to Deaf pupils.
- To supervise Deaf pupils on a rota basis during break, lunchtimes and at the end of the school day.
- To take responsibility for or support during an extracurricular activity.
- To assist pupils with social and independence skills as appropriate.
- To assist in the case of illness or accident by accompanying a pupil to hospital and supporting both pastorally and with communication.
- Attending to the day to day needs of the pupils by promoting effective pastoral care for individual children and groups, following the defined procedures, and liaising with colleagues.
- To create and retrieve accurate records to provide the basis for home/school liaison and contacts with other agencies.
- To report any concerns about pupil progress, and identifying solutions, to the tutor.
- Assisting educational and therapeutic professionals in their delivery of specialist support programs.
- To promote the social, emotional and behavioural standards defined by the school and LEA policies and procedures.

The above will assist in achieving the attainment of standards in learning and progress required by the Head teacher, the Governing body, the LEA and the Office for Standards in Education [OFSTED]

### **4. Personal responsibilities**

- To adhere to the school Code of Practice for CSWs.
- To work effectively as a member of the interpreting team, maintaining team confidentiality and feeding back to line manager as appropriate.
- To attend CSW meetings when appropriate.
- Participating in formal and informal peer observations.
- To take part in reviewing of one's own working practice under the Performance Management guidelines.
- Partaking in formal CPD training opportunities, actively supporting continuous improvement in both personal performance and the work of the interpreting team.
- Keeping up to date records of subject topics, subject specific signs, and/or any specific pupil needs to develop continuity and consistency in the work of the interpreting team.
- Supporting in the development and monitoring of 'Subject Specific Sign Banks.'

- Assisting in the supervision and shadowing of placement students, as required and defined by the line manager.
- Actively partaking in the organisation of the pupil's Learning Support sessions. Preparing the work and adapting any work to an appropriate level for each pupil.
- Liaising with other members of the communication team, support staff and teaching staff to ensure that all staff are aware of what each pupil is doing with regards to the mainstream lessons they attend. Ensure all deadlines are made explicit, so that staff can make sure they are met.

Staff may also be required to complete additional tasks at the request and the discretion of the school leadership team.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.

### **General Accountabilities**

- A. Be responsible for own safety and not endanger that of colleagues/visitors to the workplace.
- B. Work in compliance with the Codes of Conduct, Regulations and policies of the City Council, and its commitment to equal opportunities.
- C. Ensure that output and quality of work is of a high standard and complies with current legislation / standards.
- D. All support staff are required to foster and apply a supportive relationship with all children, including working in and out of school location outside the classroom and school site and in particular to promote acceptance and integration of children with special educational needs.
- E. To undertake staff development in order to improve own effectiveness as a Communication Support Worker.
- F. To maintain confidentiality and observe data protection and associated guidelines where appropriate.
- G. To actively commit to safeguarding and promoting the welfare of all pupils.

Headteacher: Kate Persaud