

Communication Support Worker

(Hearing Specialist)

Job Description & Person Specification



Job Description	
Job purpose	The post holder will work under the direction of the head teacher and class teacher with additional guidance from the Inclusion Service's Teacher of the Deaf. The postholder will support the child's access to the EYFS and National Curriculum and participation in the life of the school, by using a range of communication strategies including Sign Supported English (SSE)
Operational management	<ul style="list-style-type: none"> • Contribute to the overall ethos / aims of the school. • Participate in training and other learning activities and performance development as required. • Participate in training supported by the Teacher of the Deaf to develop the competencies to effectively support a deaf child and to ensure knowledge and skills are kept up to date and are kept in advance of what the child currently needs. • Support and implement, any special health & safety procedures that relate specifically to the deaf child. • Contribute to relevant risk assessments in order to ensure the health and safety of the deaf pupil. Ensure that other staff know and understand these assessments, and that they are regularly updated.
Communications	<ul style="list-style-type: none"> • To use Total Communication to communicate with the child and facilitate communication with others, whilst working flexibly within the EYFS and National Curriculum. Total Communication requires the following: fingerspelling, natural gestures, lip reading, body language, speech, hearing aids and radio aids, sign supported English • Communicate effectively with all children, young people, families and carers. • Support the learning process under the direction of the teaching or other appropriate staff. With agreed supervision, planning challenging teaching and learning objectives and evaluating and evaluating and adjusting lessons / work plans as appropriate. • With the support of the Teacher of the Deaf, work with other professionals to produce long, medium and short-term plans, along with resources. • Implement the child's Individual Education Plan. • Be flexible to future amendments within the child's Education, Health and Care Plan. Including undertaking additional training and qualifications as required. • Encourage pupil to engage with, interact and work co-operatively with others, including using relevant technology. • Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. • Objective and accurate assessment, Recording and reporting achievement, progress and other matters to the class teacher, ensuring the availability of appropriate evidence. • Organising and managing an appropriate learning environment and resources. • Planning, preparing and delivering learning activities for the deaf child.

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	<ul style="list-style-type: none"> • Provide high-quality, incisive feedback to the pupil which enables them to make rapid progress. • Use ICT effectively to support learning activities, develop pupil's competence and independence in its use. • Observe the child's behaviour, understand its context, and notice any unexpected changes. • Interact with children in ways that support the development of their ability to think and learn.
Partnership / corporate working	<ul style="list-style-type: none"> • To work in cooperation with and establish constructive relationships, while observing confidentiality in line with school policies, with: <ul style="list-style-type: none"> ○ School staff & children ○ The child and family ○ Teacher of the Deaf ○ Other professionals involved • Know the value and expertise you bring to a team and that brought by your colleagues.
Resource management	<ul style="list-style-type: none"> • Managing and advising on the use of specialist equipment with the guidance from the Teacher of the Deaf. • Ensure that the child's personal hearing technology is functioning daily.
Safeguarding	<ul style="list-style-type: none"> • Assist with playground supervision and support communication with both the deaf child and the deaf child's peers • Be responsible for promoting and safeguarding the welfare of all children and young people that you are responsible for and come into contact with.

Person Specification

Essential upon appointment	Desirable on appointment
Knowledge <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers. • Knowledge of behaviour management, including issues specifically relating to deaf children. • An ability to adapt materials and resources for lessons • Able to contribute to and identify the most appropriate strategies to support and meet the deaf pupils needs. 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes. • A good knowledge of hearing technology, its functionality and undertake basic troubleshooting and repairs.
Experience <ul style="list-style-type: none"> • A good understanding of the needs of deaf pupils, the impact on learning and the support required to ensure they make progress. 	<ul style="list-style-type: none"> • Proven experience of working with a deaf child • Proven experience of supporting teaching and learning in an educational setting, delivering appropriate high quality interventions to support learning outcomes.
Occupational Skills <ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Maintain confidentiality. • A knowledge and understanding of how to communicate effectively with a deaf pupil • Customer-facing role requiring the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	
Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role <ul style="list-style-type: none"> • Ability to use sign language fluently (signature) at Level 2 or above • Ability to combine sign language and other methods to provide total communication 	<ul style="list-style-type: none"> • Qualification at Level 2 Supporting Teaching and Learning in Schools (or equivalent)

Person Specification

Other Requirements

- To be committed to the school's policies and ethos
- Ability to attend meetings outside of normal business hours
- To be committed to Continuing Professional Development. Participate in training to develop the competencies to effectively support the deaf pupil and to ensure knowledge and skills are kept up to date.
- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children, young people and adults.
- Emotional resilience