



JOB DESCRIPTION

Job Title: Communication Support Worker (Specialist Provision)
Grade: C1 (SCP 12-17)
Reporting to: Leader of Specialist Provision.

Job Purpose:

To work under the instruction of teaching/senior support staff, usually in the classroom, to support bespoke specialist learning opportunities for pupils who are profoundly deaf and have complex communication needs, including Autism.

Communication & Relationships

- Work closely with children who are profoundly deaf and autistic.
- Communicate using British Sign Language.
- Build and maintain strong partnerships with parents, using sign language where required.
- Support team members across the setting in communicating with deaf children.
- Provide an enabling environment where all individual children can play, learn, and develop.
- Establish positive relationships with pupils, acting as a role model and responding to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities, as directed by the class lead.
- Support pupils in developing independence.
- Share relevant information with parents/carers, as directed by the class lead.

Learning Support

- Supervise and support pupils, ensuring their safety and access to learning.
- Clarify and reinforce instructions to aid pupil understanding.
- Observe pupils' academic, social, and behavioural learning, record findings, and communicate next steps to the teacher.
- Assist in the development and delivery of personalised interventions in collaboration with on-site therapists and other professionals.

Behaviour & Wellbeing

- Attend to pupils' personal needs and implement social, health, physical, hygiene, first aid, and welfare programs, including toilet training.
- Foster a nurturing environment that encourages participation, builds confidence, and promotes resilience and self-esteem.
- Use effective behaviour management strategies to encourage engagement and address disruptions appropriately.
- Support pupils in developing self- and co-regulation skills, using de-escalation techniques outlined in personalised plans.
- Collaborate with the wider team in managing behaviour, report challenges, and suggest adaptations when needed.
- Implement proactive strategies to maintain a positive classroom atmosphere and develop pupils' social and emotional skills.
- Follow Individual Pupil Risk Assessments (IPRAs) and dynamically assess risks as necessary.
- Provide support during social activities and transitions, modelling appropriate behaviours and interaction strategies.

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Classroom & Environment

- Take responsibility for an assigned area of the wider learning environment, ensuring it reflects the goal of offering an ‘irresistible invitation to learn’.
- Prepare classroom resources and help maintain an organised, accessible, and visually engaging learning environment.

Administrative Duties

- Provide clerical and administrative support, including photocopying, typing, filing, and collecting money.

Collaboration & Development

- Collaborate with multi-disciplinary teams, contributing to reviews and meetings on student progress within the specialist provision.
- Attend daily team briefings and contribute professionally, focusing on constructive solutions.
- Engage in training and professional development to stay current with best practices in SEN and inclusive education.

Enrichment & Inclusion

- Promote equality and ensure all pupils have access to learning opportunities.
- Accompany pupils on school trips, visits, and out-of-school activities as required.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	E/D
Grade C/4 and above in GCSE English and Mathematics (or equivalent).	E
Completion of Level 1 BSL, willingness to complete Level 3.	E
NVQ 3 for Teaching Assistants or appropriate level of experience of operating in the classroom environment.	E
Completion of Level 2 and/or 3 BSL.	D

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Completion of DfE Teacher Assistant Induction Programme or equivalent qualifications or experience.	D
Knowledge and Skills	E/D
Ability to communicate in BSL and verbal English.	E
Empathy and understanding of young children and their individual needs.	E
Good numeracy/literacy skills.	E
Computer literate/Use basic technology.	E
Ability to relate well to children and adults.	E
An ability to work constructively as part of a team.	E
First aid trained	D
To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.	D
Understanding classroom roles and responsibilities and your own position within these.	D
Experience	E/D
Experience working with or caring for children of relevant age.	E
Knowledge and practical experience of implementing high quality interactions and learning for children with hearing loss and SEND.	E
Continuous Professional Development	E/D
Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
Enhanced DBS Clearance	E

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.