

JOB DESCRIPTION

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MOORDOWN ST JOHN'S CE PRIMARY SCHOOL

Post Title: **Communication Support Worker – providing sign language interpretation for a deaf pupil in school**

Reporting to: 1: Class teacher
 2: Inclusion Leader (with advice from Hearing Support Services)
 3: Headteacher

Grade: Grade 5 (SCP points 12 - 15) – BSL level 3 qualification (minimum expectation)
 Grade 6 (SCP points 16 – 22) – BSL level 6 qualification
 The incremental pay points would reflect school experience and other relevant qualifications

1. Job Purpose and Objectives

As an important and valued member of the school's support staff, contributing to the Christian ethos reflected in this Church of England Primary School, the Communication Support Worker is required to:

1. Work closely with the class teacher to support a profoundly deaf child in our mainstream school, who has just begun learning spoken English and who uses British Sign Language to communicate.
2. Act as a member of a conscientious team, fulfilling responsibilities efficiently and effectively.
3. Maintain a welcoming, courteous stance when dealing with all children, parents, governors, fellow members of staff and other visitors.
4. Maintain strict confidentiality, given the close contact with children and other members of the school's staff, and that any enquiry from a parent is directed to the class teacher, or Headteacher/Deputy Headteacher, immediately without comment.

The parameters of the Communication Support Worker role are similar to that of a higher level teaching assistant within the Conditions of Service for School Support Staff.

2. Main duties and responsibilities

Please note that this is unique role in our school, as it is directly linked to providing British sign language support for a specific pupil. As such it is a fixed term position, for as long as the child (and the appropriate funding) remains at MSJ school.

There is also a requirement that the successful postholder will train towards gaining BSL level 6, should they not already have reached that proficiency.

- Bridge the communication barrier between a pupil who uses British Sign Language and hearing peers/adults, to ensure inclusion
- Deliver teacher input through combining British Sign Language and speech in all curriculum areas
- Adapt activities, resources and materials to ensure inclusion of pupil
- Develop and progress pupil's expressive and receptive sign and spoken English

- Ensure participation in learning and promote pupil's sense of achievement
- Liaise with teacher and professionals working with the specific pupil to ensure progress in both academic achievement and emotional well-being
- Establish good relationships with parents and ensure they are informed of pupil's learning, achievements and areas of development.
- Upskill staff and pupils in basic British Sign Language enabling communication between pupil and peers/ staff.
- Support a child in all aspects of their learning, social development (including engagement with other pupils at playtime and lunchtime) and well-being, including some aspects of intimate care and medical care.
- Promote pupils positive emotional and mental health as a pupil who is deaf and promote 'deaf identity' and 'deaf culture.'

Responsibilities within the wider school

- Upskill current staff's signing skills and promote the use of sign language throughout the school.
- Set up a signing club for pupils and staff.
- Promote Deaf friendly strategies throughout the school.

3. Supervisory/Managerial Responsibility

N/A

4. Key Contacts and Relationships

Polite contact and communication is expected at all times whether dealing with pupils, staff colleagues, school directors, parents/carers, school visitors, visiting professionals or volunteer helpers.

Frequency of contact with these people will vary from day to day. Some communications can be of a delicate nature. Confidentiality must be maintained at all times (excluding safeguarding concerns, which must be shared immediately with the school's Designated Safeguarding Lead).

5. Safeguarding

Our school is committed to safeguarding, preventing radicalisation and promoting the welfare of children and expects all staff to share this commitment. Rigorous checks will be made of the successful applicant's background credentials including Enhanced DBS and Childcare Disqualification checks.

The job-holder is expected to adhere to, and ensure compliance with, relevant Safeguarding/Child Protection policies and procedures at all times. If in the course of carrying out duties of the role, the job-holder identifies any instance that a child is suffering, or likely to suffer significant harm either at school or at home, s/he must report the concerns to the school's Designated Safeguarding Lead

6. Other

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Headteacher or nominated representative (in consultation with the postholder) to reflect the changing provision for the specific pupil and the wider business composition of the school.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher or his delegated representative.