



Communication Support Worker

Job description	
Details of job	
Post title:	Communication Support Worker (CSW)
Grade:	Scale Points 8-12 (£19,945 to £21,589)
Reporting To:	SENCO
Number of Staff Supervised	None
Financial Responsibilities	None
Key Contacts Children and families	<ul style="list-style-type: none"> • School SENCO, subject and class teachers • School support staff • Parents / Carers • National and local organisations concerned with children and young people with sensory impairment
Job Impact:	The CSW will provide a range of services for a child who is deaf / hearing impaired.
Role Summary:	To support and deliver a high quality support service to a child with hearing impairment, to ensure that they have equal access to appropriate education, maintain progress and enable them to achieve their full potential.

Key Tasks and Accountabilities

1. Provide specialist 1:1 support and facilitate learning for pupils with sensory impairment in school and the early year setting. In addition to 1:1 support in class the CSW will be able to:
 - Provide advice on the relevant sensory impairment and use of specialist equipment and resources and model specialist techniques. They will understand the specific requirements of the child, including the specialist equipment and communication approaches required by them.
 - Monitor the learning environment, continually adapting support to meet changes throughout the school day, advising mainstream staff of changes and enabling efficient delivery.
2. Provide feedback including accurate ongoing records, liaising with the SENCO concerning the child's approach to learning. Contribute to and, where possible, attend planning meetings, in collaboration with teachers, offering a range of specialist knowledge to make the teaching, learning and assessment process

effective for the learner they support.

3. Attend and contribute to interim and annual reviews, and other meetings with parents, carers and external agencies, e.g. Physiotherapists, Educational Psychologists or Speech & Language Therapists, producing reports to inform others at the meetings of the pupil's progress towards achieving the targets set out in the education health and care plan and / or provision map.
4. Undertake additional training and offer additional support as needed, e.g. Team-Teach Behaviour Management & Restraint, tracheotomy care, manual handling, toileting, speech and language therapy programme. This should be in partnership with other trained staff within the school as well as external agencies, e.g. therapists, specialist nurses, in order to meet the holistic needs of the pupil.
5. To promote inclusion and equality of opportunity in education for all pupils, regardless of race, gender, ability, sexual orientation, culture or religion.
6. Ensure that reasonable care is taken at all times for their own health, safety and welfare and that of other persons, and to comply with the policies and procedure relating to health and safety within the department.
7. To take part in the appropriate appraisal system in accordance with school policies.
8. To interact in a professional and courteous manner.

Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post

Key Skills and Competencies

Essential

- Satisfactory DBS clearance
- Understanding and experience of working with children in an educational setting
- Understanding and experience of children's learning and development
- Good levels of literacy and numeracy (GCSEs, A Levels or NVQ Level 3 or equivalents)
- Ability to write clear and concise reports and records
- Ability to work as part of a team within a school setting
- The ability to work independently using own initiative
- Commitment to inclusion and equality and continued professional development
- Ability to maintain appropriate levels of confidentiality and follow child protection procedures
- Ability to communicate with young people of different ages and abilities, respond to individual needs and promote independent learning
- Proficient in the use of computers and ICT
- Knowledge of the Special Needs Code of Practice

Specialist skills and qualifications (HI pupils)

- Qualification in British Sign Language (Signature level 2 minimum and willingness to achieve level 3)
- Willingness to train in other methods of communication (Sign Supported English, Cued Articulation, Picture Exchange Communication System (PECS), Augmentative & Alternative Communication (AAC) or note taking) in order to be able to adapt to the different needs of deaf learners
- Familiarity with the range of assistive listening devices used by deaf learners, e.g. digital hearing aids, BAHA systems, cochlear implants and FM radio aid systems or willingness

to undertake further training
Qualification / training in supporting deaf learners or willingness to undergo this

Desirable

- Degree or equivalent
- Further qualifications relevant to the post
- Additional recognised Additional Needs qualification

Mental Demands of the Role

- Ability to prioritise and accommodate change
- Enthusiasm for working in a team
- Ability to make and defend decisions in a non threatening way
- An appreciation of the local needs of the school and its community
- Ability to maintain high levels of professional and personal integrity and confidentiality
- An appreciation of the rights and aspirations of others
- Personal and professional initiative

Accountability / Freedom to Act

The post holder will be accountable to the SENCO for maintaining a high professional standard in the delivery of all aspects of their work. Within this accountability, the post holder will make their own professional decisions based on evidence, knowledge or relevant research and within current legislation and policies.

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