



Celtic Cross Education

JOB DESCRIPTION

School Based (Mainstream)

Job title:	BSL Communication Support Worker/ Teaching Assistant
Grade:	Salary dependent on skills and experience, please make contact for further information
Responsible to:	SENCo/ Head of School/ Teaching staff
Direct supervisory responsibility:	-
Indirect supervisory responsibility:	-
Important Functional Relationships:	Teachers, pupils, support staff, parents, external professionals

Main purpose of the job

Support will involve developing and supporting language in both BSL and written English. Staff will also support children to achieve their learning objectives through 1:1 teaching, accessing the curriculum and wider opportunities, developing social and emotional communication, reinforcing expectations, clarifying tasks and extending their use of BSL.

To take a pro-active role in the support of the educational, social and physical needs of pupils; to support the curriculum and the school through the provision of a high level of assistance in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils.

Duties and responsibilities:

Specific

- To continue to develop own BSL skills
- To provide communication support for access to the curriculum and to facilitate social interactions, including at play times.
- To communicate with the parents at pick up (or via video call in emergency situations) to pass on achievements or concerns, and to relay anything the teacher wants to pass on e.g. letters, events.
- To be involved with liaison, training and planning with the class teacher and visiting professionals;
- To prepare differentiated and bespoke materials to support learning and language development.
- To enable the child to access school clubs, activities, swimming lessons etc taking into account hearing impairment, alongside peers.
- To deliver a programme devised by a Qualified Teacher of the Deaf aimed to develop receptive and expressive BSL vocabulary and language including specific emotional BSL vocabulary use and understanding.
- To be involved in on-going training and support in the development of BSL skills for all staff in school and peers.
- To be able to use specific IT programmes following guidance
- To encourage and support school-wide use of BSL and increase Deaf awareness.

General

1. To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.

2. To establish supportive relationships with the pupil/s concerned and to encourage acceptance and inclusion of all pupils.
3. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
4. To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To ensure that basic classroom materials are available for use.
5. To be responsible for monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment. To monitor stock levels of materials, check for missing and/or damaged equipment, and arrange for new supplies to be ordered as required (subject to approval) so as to ensure all necessary teaching aids are readily available at all times.
6. To assist with break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision.
7. To accompany children on educational visits and outings as supervised by the Teacher.
8. To assess, monitor and record children's progress in relation to Assess Plan, Do Review targets, (IEP and EHCP) and to feedback to the SENCO/Teacher with regard to children's progress and the success of targets, including making recommendations for alterations to improve the effectiveness of individual targets.
9. To assess, monitor and record children's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Teacher or Headteacher as appropriate.
10. To meet with teachers, SENCOs, appropriate key stage co-ordinators and school monitoring council on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.
11. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
12. To supervise an individual or small group of children within a class under the overall control of the teacher.
13. To administer minor first aid (as trained), assist in the dispensation of medically prescribed controlled drugs (as per the approved procedure) and to assist with children who are sick as needed.
14. To carry out administrative tasks associated with all of the above duties as directed by the teacher.
15. To remain aware and work within all relevant school working practices, policies and procedures.
16. To attend staff meetings and school-based INSET as required.
17. The post holder is responsible for his/her own self-development on a continuous basis.
18. To be aware of and work in accordance with the school's child protection policies and procedures and to raise any concerns relating to such procedures which may be noted during the course of duty.
19. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
20. To undertake other duties appropriate to the grading of the post as required.
21. To maintain confidentiality of information acquired in the course of undertaking school duties.

PERSON SPECIFICATION

Job Title: Communication Support Worker / Teaching Assistant

Department: School based

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<u>Relevant Experience</u>	<p>Passion, enthusiasm and willingness to work in a KS1 class environment</p> <p>Good standard of practical knowledge, skills and experience of working with young children.</p>	<p>Experience of working with children with additional needs particularly children using sign language to communicate</p>	<p>Application form.</p> <p>Interview.</p>
<u>Education & Training</u>	<p>Attainment of GCSE's in Maths and English at Level C or above.</p>	<p>Qualified to NVQ level 3 or above (or equivalent qualification), or able to demonstrate equivalent knowledge or experience.</p>	<p>Application form.</p> <p>Interview.</p>
<u>Special Knowledge & Skills</u>	<p>BSL level 2 qualification (or equivalent) and a commitment to further develop skills to Level 3 equivalent.</p> <p>Organisational skills.</p> <p>Knowledge of positive behaviour management strategies</p> <p>Good communication skills. ICT skills to include some knowledge of MS Office and email</p>	<p>Level 3 British Sign Language Qualification or equivalent skills and fluency.</p> <p>Experience of teaching BSL to young children</p> <p>Knowledge of a range of issues relevant to education and child development.</p> <p>Knowledge of a particular area of needs (ie: hearing loss/impairment)</p> <p>Confident use of IT for resourcing, basic communication and educational use.</p>	<p>Interview.</p>
<u>Any Additional Factors</u>	<p>Able to work flexibly and prioritise between different demands.</p> <p>Able to work to deadlines.</p> <p>Self-motivated, and able to work in a team.</p> <p>Patient and friendly approach.</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>	<p>Good communication skills with colleagues, parents and other professionals</p> <p>Ability to liaise with job share (if appropriate) for smooth hand over and continuity of care.</p> <p>Willingness to support school staff and pupils to develop BSL use, and increase their understanding about the Deaf Community.</p> <p>Ability to facilitate development of the pupil's communication, social and emotional skills with peers using BSL</p>	<p>Interview.</p>