

<b>POST TITLE</b>	<b>COMMUNICATION SUPPORT WORKER</b>
<b>DIRECTORATE</b>	<b>CHILDREN, EDUCATION AND JUSTICE SERVICE</b>
<b>SERVICE</b>	<b>ADDITIONAL SUPPORT FOR LEARNING SERVICE</b>
<b>RESPONSIBLE TO</b>	<b>SERVICE LEADER – DEAF SUPPORT TEAM</b>
<b>NUMBER OF POST HOLDERS</b>	
<b>ACTING UP/ SECONDMENT</b>	

### **PURPOSE OF JOB**

Under the direction and supervision of teaching or nominated staff, the postholder will be required to provide communication support for deaf children/young people. The postholder will assist teaching and support staff in schools, to ensure that deaf pupils allocated to them can access the curriculum fully and achieve the best possible learning outcomes. They will support pupils by advising school staff on adapting learning materials to make them more easily understandable, using a range of equipment and ICT as advised by the allocated teacher where appropriate.

### **THE WHAT - MAJOR TASKS/JOB ACTIVITIES**

Supporting children/young people throughout their time in educational establishments by interpreting information in British Sign Language (BSL) and/or other agreed communication methods e.g. English, Sign-Supported English, lip speaking and note taking as necessary.

Support their integration, independence, and emotional and social development by facilitating effective communication with peers, teachers and other school staff, contributing to raising awareness of the child/young person's communication needs and the means of meeting them.

In schools, liaise with teachers about lesson plans and prepare for lessons in advance by modifying and adapting the curriculum content and language used as necessary, to facilitate student understanding and learning.

Liaise with parents and carers and the school to support implementation of planned activities and learning.

Recommend ways in which the school environment can be improved to make communication easier between the child/young person and others.

Where appropriate work individually with the child/young person to complete homework or to reinforce class work; supervise tests or examinations.

Contribute to maintaining records of student progress and assessment .

Attend and contribute to GIRFEC meetings as necessary.

In collaboration with class teachers and external agencies, support the student during out-of-classroom activities, including outdoor activities and school trips. Liaise with other school-based staff to arrange supervision of the pupil during lunch and other non-lesson time.

Liaise and work with members of multi-disciplinary teams in relation to the delivery of the curriculum and the welfare/development of the children and young people.

Adhere to the Council Policy and Procedures on Child Protection.

Maintain up to date knowledge of developments, legislation and regulations for the care of deaf students.

Undertake any other relevant duties as requested by the Head of Service.

**THE HOW - KNOWLEDGE AND SKILLS (E.G. CREATIVITY & INNOVATION, CONTACTS & RELATIONSHIPS, DECISION MAKING)**

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- Jobholders must hold Level 3/ SCQF level 6 in British Sign Language or be able to demonstrate equivalent skills through experience.
- Minimum of Standard Grade/Nat 4 English or equivalent
- Experience of working with deaf young people in an educational setting and working with people requiring interpretation from spoken English to BSL.
- Work as a team member and establish good and effective relationships with learners, staff and parents.
- This post is subject to PVG Membership.

**ENVIRONMENT (WORK DEMANDS, PHYSICAL DEMANDS, WORKING CONDITIONS, WORK CONTEXT)**

- This is a peripatetic role, working within establishments from Nursery to Secondary.
- This will involve working with individual learners, small groups, or classes and may include both hearing and deaf pupils.
- The post holder will work as a member of the team contributing to the decisions regarding the day to day activity within the setting.
- Some of the work may be at floor level or on small furniture. Staff would be involved in bending, twisting, stooping, kneeling, sitting on the floor and getting down to the child's level. Working outside at times in different weather conditions. Standing for long periods of time. Staff are required to work in a noisy environment.
- Most work undertaken in the school/early years setting. Some activities as outlined might be undertaken elsewhere in the community.

**SUPERVISION AND MANAGEMENT OF PEOPLE (NUMBERS AND TYPE OF STAFF)**

- There is no management or supervision of staff required in the role.

## RESOURCES

- The postholder will be allocated with a laptop and have access to a system which contains confidential data such as pupil files.

## **HEALTH AND SAFETY (DO NOT ALTER THE WORDING OF THIS SECTION)**

Protecting the health and safety and welfare of our employees, and our third parties including members of the public, contractors, service users and pupils, is the starting point for a forward-thinking Council.

All employees are responsible for:

- Taking care of their own health and safety and welfare, and that of others who may be affected by their actions or omissions;
- Co-operating with management and following instructions, safe systems and procedures;
- Reporting any hazards, damage or defects immediately to their line manager; and
- Reporting any personal injury and work related ill health, and accident or incident (including 'near misses') immediately to their line manager, and assist with any subsequent investigation, including co-operating fully with the provision of witness statements and any other evidence that may be required.

Line managers have additional responsibilities for ensuring all health and safety risks under their management are identified, assessed and controlled, with specialist input from H&S Advisers and others including Occupational Health where required. Where the risks cannot be adequately controlled the activity should not proceed.

Additional information can be found in the [Council Health and Safety Policy](#).