

POST TITLE	COMMUNICATION SUPPORT WORKER
DIRECTORATE	CHILDREN, EDUCATION AND JUSTICE SERVICE
SERVICE	ADDITIONAL SUPPORT FOR LEARNING SERVICE
RESPONSIBLE TO	SERVICE LEADER – DEAF SUPPORT TEAM
NUMBER OF POST HOLDERS	2
ACTING UP/ SECONDMENT	

### **PURPOSE OF JOB**

Working collaboratively as a member of the team within education establishments, help pupils meet their educational, care and welfare needs, ensuring those with a high level of language support needs can effectively access the curriculum. Under the direction and supervision of teaching or nominated staff, the postholder will be required to provide communication support for d/Deaf children/young people. The postholder will contribute to the development and delivery of individual, group and whole school approaches and programmes relating to speech, language and communication

To be flexible and provide advice to school staff on adapting learning materials to make them more easily understandable, using a range of equipment and ICT in consultation with the Teacher of the Deaf /BSL tutor as appropriate.

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

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

Support pupils' 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.

Advise on and support strengths-based, solution-focussed individual planning and contribute to the review through record keeping informing Pupil Hearing Profiles and Individual Education Plans. Provide records for, and attend, appropriate meetings, as required.

Build capacity of learning and teaching staff and other professionals by providing advice and contributing to developing and delivering professional learning.

Contribute to creating learning and training materials as directed by the Service Leader in line with the service Improvement Plan.

Liaise with teachers about lesson plans and prepare for lessons in advance by researching specialist BSL vocabulary where appropriate and contributing to modifying and adapting the curriculum content and language used as necessary, to facilitate student understanding and learning in consultation with the school team and wider Deaf Support Team.

Build relationships with families to help them engage with their children's learning by removing barriers to their and their children's involvement in school life.

Carrying out home visits individually or jointly with other professional staff.

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.

Make links with relevant organisations in the community to develop networks of support and the opportunity to complement school-based and partner services' support.

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.

Participating in professional development opportunities, in-service and refresher training as appropriate

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)**

- 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.

- Ability to work flexibly and adapt to busy and changing circumstances, including being asked to substitute for other support staff at short notice and responding quickly to pupils who need extra support.
- A broad understanding of current priorities and drivers in inclusive education and learning generally and in specialist areas.
- Ability to be solution focussed and communicate professional judgement persuasively when dealing with issues that may arise when working with partners, colleagues and stakeholders e.g. negotiating flexibility when meeting individual needs of pupils.
- Working knowledge and experience of planning process, GIRFEC and associated record keeping
- Demonstrate empathy and nurturing skills when providing emotional support and reassurance to pupils and other support workers, demonstrating appropriate interactions and responses to others.
- Ability and willingness to work as part of a team, give and take instruction and contribute own ideas.
- The post holder will demonstrate an openness to learning and a commitment to their professional development.
- This post is subject to PVG Membership.

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

- This is a citywide peripatetic role.
- The post holder will have a diverse caseload of children and young people within the age 0-18 scope of the DST caseload.
- They will work in a busy learning environment, in family homes, Early Years establishments, Primary and Secondary schools and other community venues.
- The post holder may be required to "buddy" new Communication Support Worker as directed by the Service Lead, contributing to induction training.
- Time spent on tasks will be defined by the needs of the service and depending on the demands of their caseload and tasks.
- This post holder will have regular contact with children and young people, other colleagues in schools and from partner services, parents, and carers. At times this may be confrontational with the postholder taking an opposing view
- This will involve working with individual learners, small groups, or classes and may include both hearing and deaf pupils.
- 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.

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

- There is no management or supervision of staff required in the role, but the post holder will support school staff or other colleagues, providing advice.

#### **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](#).