

Job Description

Job Title	Outreach Communication Support Worker
Directorate	Children & Young People
Service Area	Education – Specialist Support
Grade	5
Competency Level	1
Salary	£31,022 to £35,412 (35 hrs per week, term-time only)
Job Type	Office Based
Location	Citywide from secondary Deaf Resource Base c/o Dixons Broadgreen Academy
Disclosure and barring service (DBS)	Enhanced with Child and Adult Barred List (Child and Adult Workforce)
Job Evaluation Ref No	A10067

Job Purpose

To provide an outstanding service delivery for BSL users and Deaf pupils to support inclusivity and lesson access.

Follow up tutorial support that empowers deaf pupils to achieve effective pupil progress/ outcomes and their highest potential.

Directly Responsible For:

Not applicable

Directly Responsible To:

Secondary Deaf Resource Base Lead Teacher of the Deaf & Operational Lead (HI)

Main Areas of Responsibility:

Deaf Pupil Support

- Drawing on a knowledge of deafness to develop an understanding of the specific needs of deaf pupils, to provide targeted communication support reflecting the pupil's level of language development and mode of communication (eg. using sign, speech, lip-speaking, use of visual aids and note-taking) to facilitate access to the curriculum and successful implementation of inclusive support strategies across a variety of educational settings.
- Taking into account the social, communication and linguistic needs involved to aid deaf pupils to learn effectively (both in group situations and individually) to facilitate access to mainstream lesson content by providing tutorial support to ensure full accessibility and understanding of concepts and vocabulary, assist

in developing language, behaviour, spelling etc through adoption of specific support strategies beneficial to deaf learners.

- To establish a supportive relationship with deaf pupils, developing methods of promoting/reinforcing deaf pupils' self-esteem, acceptance and inclusion amongst their peers, motivating/encouraging deaf pupils as required, helping them to concentrate and finish work set whilst encouraging independent learning strategies.
- To have a knowledge of hearing aids, Cochlear Implants and personal radio aid system management, trouble-shooting, visual and listening checks and to take responsibility for these checks on a regular basis as directed by the DRB Lead.
- To deliver British Sign language based signing programmes as directed by the Deaf BSL Tutor and/or DRB Lead. To support families in developing communication skills using their chosen mode of communication, as directed by DRB Lead.

Supporting Teaching Staff

- To assist and liaise with Teacher/s of the Deaf, Deaf Tutor, mainstream teachers and/or other professionals in the development of suitable Programmes of Learning Support for deaf pupils supported by the post holder, participating in the delivery and evaluation of such support programmes. Contributing towards Annual Reviews and end of year reports.
- To assist the DRB Lead in the delivery of any joint training requirements needed for mainstream teachers on teaching deaf pupils in order to increase their capacity and understanding of the role of the in-class CSW, deaf pupils' learning/communication needs and successful mainstream inclusivity

practices, particularly when new to teaching Deaf BSL users or hearing-impaired pupils.

- In conjunction with teachers and/or other professionals to record deaf pupils' progress across subject areas, keeping support records up to date, providing regular pupil feedback to the Teachers of the Deaf and/or Deaf Tutor, ensuring the maintenance of accurate and up-to-date information/support records on the management information system.
- Preparing and maintaining BSL resources and to assist in preparation of learning resources, environment and equipment, as directed by staff members and assist deaf children in their use, including relevant apps and software.

Pastoral Responsibilities with Deaf Pupils

- To support with the daily transitional processes – initially meeting/escorting pupils to and from taxi, providing support timetabled throughout the week during break times, registration, Assemblies and/or PSHCE lessons as directed by the DRB Lead.
- Completing Inclusion Assessment every term and discuss any pastoral concerns/issues with appropriate staff.
- Participating in Year Team meeting, Parent Meetings/Evenings, residentials/Transition/Special events/Work experience periods and/or accompanying pupils to all year social activities etc as directed by the DRB Lead.

Supporting the Sensory Service

- To liaise, advise and consult when required, with other members of the team supporting the deaf pupil/s and contribute to the maintenance of a safe and healthy environment. To work flexibly and effectively as part of a larger team.
- To attend and actively participate in relevant staff meetings, contribute to the day-to-day maintenance and organisation of specialist resources and have competence in using ICT in relation to the curriculum and learning targets.
- Support deaf children and young people in settings across the city, as required.
- To engage actively in the performance review process, and engage in personal development as agreed, attending relevant service CPD training/inset as directed by the DRB Lead.
- To contribute and promote a clear and consistent sense of purpose and work ethos within the support team in line with the overall aims and vision of the Liverpool Sensory Service and to develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.

Supervision and Management Responsibility:

- Ensuring activities are planned to include meaningful one to one conversations, quality annual appraisals and regular workforce planning and development
- Manages performance and behavioural issues effectively

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

Physical Demands of the Job:

- Ability to travel across the city to different schools and settings

Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level **please insert competency level**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- BSL Stage 3 (minimum) qualification (CACDP/Signature/ iBSL) (A)*
- GCSE (or equivalent pass) in English and Maths (A)*

Desirable

- Signature Level 3 Certificate in Communication Support for Deaf Learners.
- BSL Level 6 qualification (CACDP/Signature/ iBSL)
- Additional qualifications related to educational support eg. NVQ L2/3 or a TA/LSA qualification.

Experience

Essential

- Recent and continuous experience of working with and supporting BSL users or deaf children and young people in either mainstream settings and/or primary or secondary resource provisions (A)*

Desirable

- Experience of (or willingness to learn) about basic checks on personal and educational amplification systems to ensure optimum listening opportunities are available, where amplification has been prescribed and is functionally used.

Skills/Abilities

Essential

- IT competent in the use of Microsoft Office package (A)*
- Ability to work within a supporting role, good specialist communication and interpersonal skills, ability to work flexibly using own initiative, organise time effectively and an ability to work successfully as part of a team (A)*
- Knowledge of Deaf Culture, BSL linguistics, fluency in BSL and current issues in deaf education & support (A)*

Desirable

- Knowledge of hearing aid/CI and personal radio aid management (ability to carry out listening and visual checks and basic troubleshooting)

Commitment

Essential

- A commitment to continue professional development, active participation in the performance appraisal process, Let's Talk and team meetings (A)*
- A commitment to Liverpool City Council's equal opportunities policies (A)*
- Please include assessment method used in brackets after each criteria bullet point]

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

Other

Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level

Desirable

- Ability to drive and currently holding a valid driving licence
- Access to a car