
Communication Support Worker

Starting salary - Band 8 SCP 12-15
£20,360 pro rata (£26,421 FTE) per annum
33 hrs/week - Term Time Only + 5 PD Days

Fixed Term (Approx 2 Years)

Ref 2024007

Catcote Academy provides learning for a wide range of students with Learning Difficulties or Disabilities from the age of 11 to 18.

We are looking to appoint an engaging, enthusiastic and committed practitioner to join our positive and highly skilled team. The role is to support the communication needs of a learner with a combination of hearing and vision loss. This is a 1 to 1 role for someone who is ideally qualified to Level 3 British Sign Language (or sufficiently competent Level 2 and be prepared to undertake Level 3 qualification in the future) and be able to use a Sign Supported English approach to auditory input. In addition, the candidate will ideally have Multi Sensory Intervener (MSI) Training or be prepared to undertake this training in the very near future. The post is Fixed Term linked to specific SEN funding to support a 1 to 1 student.

We are looking for someone who has the ability to motivate and encourage students and is enthusiastic, responsible and enjoys working with children. They should have good inter-personal skills and a desire to support children to progress with their learning; promoting high standards of behaviour and believing that all children can succeed.

You must be strongly motivated and possess the character needed to work in a demanding and often challenging environment.

Closing date: 29th April 2024 (09:00 a.m.)

Start Date: As soon as possible

Interviews: 1st May 2024

Completed application forms to be sent to:

Recruitment, Catcote Academy, Catcote Road, Hartlepool, TS25 4EZ

Or email jobs@catcote.co.uk

You will need to meet the requirements of the person specification in order to be offered an interview. Only applications submitted on the Trust's application form will be accepted. **Application forms can also be found at www.catcoteacademy.co.uk.**

We welcome applications regardless of age, gender, disability, ethnicity or religion.

Please see our website for our Privacy Notice (Job Applicants) regarding how we will use your personal information. Please note that online searches will be carried out on shortlisted candidates to help identify issues that may need to be explored at interview.

The Trust is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

REHABILITATION OF OFFENDERS ACT 1974 - The position for which you are applying is exempt from this Act and requires an enhanced check to be made through the Disclosure and Barring Service (DBS), known as the disclosure process. You are therefore required to disclose any unspent convictions/cautions/bind-overs that you have received and any prosecutions that are pending against you. Enhanced Disclosure and check of the Children's and Adult's Barred list via the Disclosure and Barring Service is required for any successful candidate.

Please see the Privacy Notice (Job Applicants) on our websites for details of how we will use your personal data.

Job Description – Communication Support Worker

Main Duties

Under the guidance and direction of teaching staff and/or senior colleagues:-

General Responsibilities

- Work as directed by senior staff
- Adhere to all Academy policies and whole school development plans including confidentiality, child protection, H&S, equal opportunities, SEN etc.
- Maintain a safe working and teaching environment including adhering to policies on safeguarding of students and behaviour management
- Attend and participate in CPD activities required for the post holder and any other CPD as required
- Attend meetings and liaise with colleagues in school and parents/careers as required
- Be an effective role model for students by demonstrating and promoting positive values, attitudes and behaviours
- Engage with all students as directed by the Trust in line with the overall goals of the Trust and the needs of all students
- Work at multi-site locations as directed

Core Responsibilities

- Support the communication needs of students with hearing and vision loss
- Support staff with their development within the specific area of MSI
- Support students with their learning and well-being including whole classroom, 1 to 1 and small group environments, under the direction of a Teacher
- Have knowledge of individual students in order to assist with learning and behaviour in line with any plans
- Feedback to teaching staff on progress and behaviour of students and effectiveness of learning activities
- Feedback to students in relation to learning and behaviour
- Assist in preparing student reports and other administrative tasks including outcome plans, end of year reports, behaviour reports/plans and third party assessments
- Support the assessment and recording of student progress and attainment
- Support students in any location as directed, indoor and outdoor, including outdoor learning, educational visits, after school clubs, activity centres, vocational areas etc.
- Supervision and support of children during break and lunch times including feeding where necessary
- Assist and take part in physical activities as directed e.g. walking, swimming, trampoline etc
- Preparation of learning resources, equipment and displays including cleaning, tidying & organising
- Ensure cleanliness of equipment, resources and learning areas
- Use ICT effectively to support learning activities
- Escort students to and from school transport and escort students with an appropriate colleague if required
- Accompany teachers/senior colleagues and students on educational visits and assist in the supervision of students
- Carry out tasks for the general health, domestic care and welfare of students including toileting/changing, cleaning, using specialist equipment when necessary (this may include administering medicine under guidance and training on a voluntary basis)

Person Specification – Communications Support Worker)

	Criteria No.	Essential	Stage Identified	Criteria No.	Desirable	Stage Identified
Qualifications	E1	Level 2 British Sign Language	AF,C	D1	Level 3 British Sign Language	AF,C
	E2	GCSE Grade C or equivalent in Maths and English	AF,C	D2	Multi Sensory Intervener (MSI) training	AF,C
			AF,I	D3	Safeguarding training	AF,C
				D4	Relevant Teaching Assistant Qualification	AF,C
Experience & Knowledge	E3	Effective use of ICT to support learning	AF,I,R	D5	Experience of working in a school environment	AF,I,R
	E4	General understanding of the basic learning programmes/techniques	AF,I,R	D6	Experience of working with children / young people with learning difficulties	AF,I,C
	E5	Manage the behaviour of students with a positive attitude and supportive manner	AF,I,R	D7	Knowledge/experience of using TEACCH and PECS	AF,I
	E6	Using Sign Supported English approach to auditory input	AF,I,R	D8	Understanding of key characteristics of different types of learners (PMLD, SLD, MLD)	AF,I,R
Skills	E7	Work with children/young people at all levels regardless of specific individual needs	AF,I,R	D9	Team Teach training or equivalent	AF,C
	E8	Ability to follow the direction of a Teacher to support all aspects of learning and wellbeing of students in a variety of activities, locations and environments				
	E9	Work effectively within a team environment, understanding classroom roles and responsibilities	AF,I,R			
	E10	Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work	AF,I,R			
	E11	Good communication and listening skills	AF,I,R			
Special requirements	E12	Interest in working with children /young people with learning difficulties to promote their development and educational needs	AF,I			
	E13	Ability to form and maintain appropriate effective working relationships and personal boundaries with children/young people	AF,I			
	E13	Emotional resilience when faced with challenging behaviour	AF,I			
	E14	A commitment to working as part of the whole school team and supporting the vision and aims of the school	AF,I			
	E15	Respect for their social, cultural, linguistic, religious and ethnic backgrounds	AF,I			
	E16	Ability to liaise sensitively and effectively with parents and carers	AF,I			
	E17	Enhanced Disclosure and check of the Children's and Adult's Barred List	D			
AF	Application Form					
C	Certificates					
I	Interview					
R	References					
D	DBS disclosure					