**JOB DESCRIPTION**

**Post:** **Communication Support Practitioner**

**Responsible To:** **Manager – Additional learning support**

**Salary: £18,777**

**Summary of Post:** **TO PROVIDE SIGNING SUPPORT TO INDIVIDUAL STUDENTS ON VOCATIONAL COURSES**

# Specific Duties:

1. To provide BSL signed support for students with a hearing impairment in class and out of class.
2. To provide support for individuals and groups of students with lecturers and other relevant colleagues.
3. To promote student independence and self-determination, inclusion and participation

1. To provide specialist learning support, including personal care and support for students with profound and multiple learning difficulties
2. To raise staff and student awareness of hearing impairment in the classroom
3. To undertake EHCP In-Year Reviews for students with hearing impairment and attend/support communication in Annual Reviews.

1. To write PEEPs and Risk Assessments for students and ensure they are shared appropriately.
2. To support students with their social and welfare needs including support at break times in the refectory and with personal care and toileting needs.
3. To use a range of support strategies to select and adapt tasks, resources and learning activities, to encourage and motivate students working in conjunction with ALS tutors.
4. To communicate effectively with students and lecturers in order for students to understand and participate in learning activities.
5. To support students and lecturers in selecting the most appropriate methods of assessment.
6. To offer non-signing learning support if called upon to do so.
7. To communicate support information to colleagues where appropriate (e.g. to support funding claims).
8. To support the assessment of applicant’s needs and suitability at enrolment and before, liaising with the Lead for Sensory and ALS Manager and provide support, advice and guidance for students at entry and at other times of transition.
9. To contribute to effective liaison between colleagues and outside agencies including carers, parents, guardians and key professional agencies.
10. To maintain professional relationships with students and support the monitoring and implementation of Safeguarding and Health and Safety policies in the college and contribute to providing and maintaining a learning environment where students feel safe, secure and valued.
11. To make use of and advise on new and emerging assistive technology to ensure and enhance student access to learning opportunities and keep up to date with innovations and new approaches to learning support.
12. To understand and help to identify barriers that students experience in relation to participation and inclusion and this may include language support and work with colleagues to address.

# General Duties and Responsibilities:

1. To participate in the staff support & development scheme and to undertake training based on individual and service needs.
2. To take a lead in creating or to promote a positive, inclusive ethos that challenges discrimination and promotes equality and diversity.
3. To comply with legislative requirements and College policies and guidelines in respect to health & safety and data protection.
4. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
5. To undertake continuing professional development to support our culture of continuous improvement.
6. To partake in quality assurance systems.

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|  | **EMPLOYEE SPECIFICATION** | **Application** | **Interview** | **Shortlisting Weighting** |
| Skills | | | | |
| 1. | Effective communication which supports learning |  | ✓ | 6 |
| 2. | Effective organisational skills |  | ✓ | 6 |
| 3. | Effective teamwork with students, staff and other key agencies |  | ✓ | 6 |
| 4. | Ability to motivate, encourage and support students |  | ✓ | 6 |
| 5. | Excellent administrative and record keeping skills which captures learning needs |  | ✓ | 6 |
| 6. | Able to demonstrate tact and diplomacy at all times |  | ✓ | 6 |
| 7. | Actively contribute to the College’s Safeguarding practice, procedures, culture and ethos | ✓ | ✓ | 6 |
| Experience | | | | |
| 1. | Experience of supporting students with a variety of additional learning needs such as language, sensory and behaviour | ✓ | ✓ | 4 |
| 2. | Experience of supporting students with a range of personal, social and welfare needs | ✓ | ✓ | 2 |
| 3. | Experience of supporting students that use alternative communication such as Makaton and PECs | ✓ | ✓ | 2 |
| 4. | Experience of working in an education environment | ✓ | ✓ | 4 |
| 5. | Experience of effective internal and external liaison | ✓ | ✓ | 4 |
| Specialist Knowledge | | | | |
| 1. | Knowledge of a range of Learning Difficulties and or Disabilities | ✓ | ✓ | 4 |
| 2. | Knowledge of legislation relating to students with learning difficulties/disabilities such as the Equality Act and able to implement this | ✓ | ✓ | 4 |
| Education | | | | |
| 1. | Maths Level 2 (e.g. equivalent to GCSE grade C or above) | ✓ |  | 4 |
| 2. | English Level 2 (e.g. equivalent to GCSE grade C or above) | ✓ |  | 4 |
| 3. | Vocational Qualifications at level 2 and 3 | ✓ |  | 4 |
| 6. | British Sign Language at level 3 | ✓ |  | 6 |
| 7. | Recent participation of continuous professional development in related topics | ✓ |  | 4 |
| Education | | | | |
| 1. | To undertake Minibus Driver training |  | ✓ | 2 |
| 2. | Basic First Aid | ✓ |  | 2 |
| 3. | Able to support and carry out Risk Assessments | ✓ |  | 2 |
| 4. | Able to support and carry out Personal Emergency Evacuation Plans (PEEP) | ✓ |  | 2 |

**Advice to candidates**

**This post is subject to an enhanced disclosure from the Disclosure and Barring Service.**

In completing your application please draw attention to the extent to which you meet each of the essential characteristics for the post as this will assist with the shortlisting process.

Failure to meet all of the essential criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.