|  |  |  |  |
| --- | --- | --- | --- |
| **Job title** | Communication Support Worker | **Contract** | Support |
| **Salary** | £23,631 per annum | **Hours & Basis** | Up to 37 hours per week, 39 weeks per year – permanent |
| **Report to**  **(direct)** | Deaf Access Co-ordinator | **Report**  **to**  **(indirect)** | Team Manager – Inclusion Funding & Deaf Access |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Primary purpose of role** | | | | |
| This role is to work proactively in supporting our D/deaf customers to access a range of activities. The role is around employing strategies and procedures that provide inclusive person-centred support, thus improving retention and achievement. | | | | |
| **Job Dimensions** | **Key relationships** | | | |
| 1. Support key customers drawn from a wide range of provision and may include    * 16-18 & 19+ conventional curriculum study programme learners    * Apprentices    * One-off activities    * Part time learners    * Adult learners accessing evening classes    * Higher Education provision 2. Support across all College sites & partner organisations | 1) Deaf Access Co-Ordinator  2) Lecturers/Curriculum delivery staff  3) Inclusion and Support Specialists | | | |
| **Key role responsibilities and deliverables** | | | | |
| * To work collaboratively in a team of multi-skilled Inclusion and Support staff, to identify students with support needs * To work with a variety of teams to assist in carrying out initial support planning and the ongoing assessment of learners’ potential support needs * To liaise closely with curriculum staff in identifying where in a learners’ study programme, support would be most beneficial (usually RAG rating timetables) * To liaise with designated team members in creating inclusive teaching plans and personalised support activities for learners * To work with learners, providing support as identified in assessments, directed by teaching staff. Teaching staff may reasonably request you to support others in the group if your learner does not require your support. * To work flexibly and responsively in all elements of the Inclusion Department as required to meet business needs * To support the tracking and review of support for designated learners from entry to exit, working with the curriculum teams to ensure that support is effective and ensuring their retention on programme and achievement of their study programmes * Completion of detailed records of the support given, including progression, achievement and destination data * To attend where possible, curriculum and Inclusion meetings and report on the progress of supported learners * To work with the Inclusion Team to ensure that teaching teams are fully aware of their learners’ Inclusion needs and to assist staff in reviewing their group profiles and adapt their learning materials and delivery methods where necessary * To assist the Inclusion Team in the gathering of information for audit * To undertake personal care if required | | | | |
| **Derby College responsibilities and deliverables** | | | | |
| * To provide a professional customer service to both internal and external customers * To ensure that quality standards are set, monitored and reviewed in all areas of our work * Attend meetings and participate in staff training events to maintain relevant skills and knowledge as appropriate. * Proactively promote and comply with all relevant College practice, guidelines, policies and procedures, and legislation, including but not limited to: Safeguarding, Equality and Diversity, Health and Safety, and Data Protection. * Undertake any other duties and responsibilities as may be reasonably required by senior personnel in response to changing demands in personal, sectional or the College’s workload. | | | | |
| **Capability requirements (E = Essential, D = Desirable, A = Application, I = Interview)** | | | | |
| * Knowledge of the Equality Act 2010 (E&D – opportunities and discrimination legislation) * Experience of working in an FE environment & supporting deaf learners * Knowledge of current approaches and research around deafness and specific learning difficulties/disabilities * Understanding of how to support basic skills or ESOL needs * Awareness of ALS funding * Knowledge of SEND reforms, the Social Model of Disability and the development of Education, Health and Care Plans. * An awareness of the curriculum areas including ESOL * Understanding of a variety of assessment & support methods to meet the diverse needs of our learners e.g., sign support, notetaking | | | E | A,I |
| E | A,I |
| E | A,I |
| E | A,I |
| D | A,I |
| D | A,I |
| E | A,I |
| E | A,I |
| **Qualification Requirements (E = Essential, D = Desirable, A = Application, I = Interview )** | | | | |
| * Level 2 BSL * Level 3 Certificate in Communication Support for Deaf Learners or Supporting Teaching & Learning L3 (or willing to work towards) * Level 2 Maths * Level 2 English * Level 2 IT * Level 3 BSL (or willing to work towards) * Level 3 Notetaking or Electronic Notetaking | | | E | A |
| E | A |
| E | A |
| E | A |
| D | A |
| D | A |
| D | A |
| **Essential Competencies (A = Application, I = Interview)** | | | | |
| * Communication * Customer Focus * Approachability * Integrity and Trust * Interpersonal skills * Independent Working * Valuing and embracing diversity * Self-Development * Organisation * Teamwork | | E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |
| E | | A,I |