

Roding Primary School

COMMUNICATION SUPPORT WORKER

How measured: A = Application form C = Certificates I = Interview R = References

| | Criteria | Essential / Desirable | How measured |
|-----|--|--------------------------|-----------------|
| 1. | Qualifications/Training | | |
| 1.1 | CACDP/Signature/BSL Level 3+ | Essential | A C |
| 1.2 | Qualification in support work for deaf students | Desirable | A C |
| 1.3 | Excellent written and spoken English and numeracy skills | Essential | A C |
| 1.4 | GCSE/O level Maths & English grade C or above | Essential | A C |
| 1.5 | Note-taking qualification | Desirable | A C |
| 2. | Experience | | |
| 2.1 | In supporting/communicating for deaf people | Desirable | A I |
| 2.2 | In delivering support to learners within an educational setting | Essential | A I |
| 2.3 | Experience of communicating to/ for children | Desirable | A I |
| 2.4 | Experience of working in a primary school setting | Desirable | A I |
| 3. | Special Knowledge/Skills | | |
| 3.1 | Understanding of deaf culture | Essential | I |
| 3.2 | Understanding the needs of deaf learners | Essential | I |
| 3.3 | Ability to communicate effectively with deaf learners | Essential | I |
| 3.4 | Ability to use Microsoft Office applications including internet and e-mail | Essential | I |
| 3.5 | Excellent interpersonal skills | Essential | I |
| 3.6 | Understanding of behaviour support strategies | Essential | I |
| 3.7 | Understanding of welfare support needs | Essential | I |
| 4. | Disposition/Attitude | | |
| 4.1 | Ability to deal with a wide range of people | Essential | I R |
| 4.2 | Ability to work under pressure and on own initiative | Essential | I R |
| 4.3 | Ability to work well in a team | Essential | I R |
| 4.4 | Excellent interpersonal and organisational skills Ability | Essential | I R |
| 4.5 | to work with minimum supervision and use own initiative | Essential | I R |
| 4.6 | Flexible approach to working hours | Essential | I |
| 4.7 | Ability to demonstrate an understanding of equal opportunities and its importance with the school appropriate to role. | Essential | I |
| 4.8 | Ability to demonstrate an understanding of safeguarding and its importance within the school, appropriate to role. | Essential | I |
| 4.9 | Keeness to promote safeguarding and the safety and welfare of any children, young people and/or vulnerable groups he/she may come into contact with. | Essential | I |
| 5. | Special Conditions | | |

| | | | |
|-----|---|-----------|-----------------|
| 5.1 | Receipt of satisfactory enhanced Disclosure and Barring Service (DBS) check | Essential | DBS certificate |
| 5.2 | Willingness to work evenings e.g. Parents' Evenings | Desirable | I |