



Warstones Primary School

Communication Learning Support Worker- Job Description

Reporting to: Manager of the Hearing-Impaired Resource Base

Working time: Full Time- 195 days per year

Salary/Grade: Grade 5

Disclosure Level: Enhanced

Core Duties

- To complement the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals/groups or short term for classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- Contributing to the planning and delivery of programmes within the HI Unit, also supporting class teachers with planning as required.

Supporting Staff

- Organise and supervise appropriate learning environment and resources.
- With guidance from ToD, plan challenging teaching and learning objectives to evaluate and also adjust lessons/work plans as appropriate with class teachers.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within the school behaviour policy to manage and anticipate behaviour constructively, promoting self-control and independence.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Produce lesson plans, worksheets etc and support with appropriate assessments when necessary.

Support for the Curriculum

- Deliver learning activities to children with guidance, adjusting activities according to pupil responses/needs.
- Deliver local and national strategies and make use of opportunities provided by other learning activities to support pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and language/cultural backgrounds as well as impairment.
- Advise other staff on appropriate deployment and use of specialist aid/resources/equipment.

Support for Pupils

- Advise and input into assessing the needs of pupils and use detailed knowledge and specialist skills to support their learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement IEPs.
- Promote the inclusion and acceptance of all pupils within the classroom and school.
- Support pupils consistently whilst recognising and responding to their needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to develop self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Provide signed support for the pupils, where necessary.

Support for the School

- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities along within the expectations of other staff at school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Liaise between teaching staff/teaching assistants/staff of HI Resource Base/SLT.
- Partake in regular team meetings and staff meetings.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



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Communication Learning Support Worker- Person Specification

Area	Factors	Essential	Desirable	Identifiable
Qualifications and Professional Development	NVQ3 or equivalent in related area	✓		Application
	Maths and English GCSE level A-C or equivalent	✓		Application
	British Sign Language Level 2 or above	✓		Application/Interview
	First aid qualification		✓	Application
Knowledge and Experience	Knowledge of primary school curriculum in English and maths, age related expectations and teaching methods	✓		Application
	Experience of planning, preparing and delivering lessons	✓		Application/Interview
	Experience of working with/supervising pupils with HI and using sign to support in class, (also of other SEND, behavioural and different learning difficulties)	✓		Application
	Understanding of statutory frameworks relevant to the area of work	✓		Application/Interview
	Any particular curriculum specialism		✓	Application/Interview
Skills and Abilities	Ability to recognise the child's needs and adapt the learning opportunity accordingly to ensure children thrive.	✓		Application/Interview
	Ability to use a range of strategies to establish a purposeful learning environment and to promote good behaviour (supporting the child's inclusion enabling their participation).	✓		Application/Interview
	Ability to understand the aims, content, teaching strategies and intended outcomes of lessons to support children to fully understand at the appropriate level for them.	✓		Application/Interview
	To promote and support the inclusion of all pupils in the learning activities in which they are involved.	✓		Application/Interview

Area	Factors	Essential	Desirable	Identifiable
Personal Characteristics	Display sensitivity to pupils needs	✓		
	Ability to provide necessary personal care to children.	✓		
	To support children sensitively with resources and equipment to aid in their learning.	✓		
	Ability to maintain confidentiality.	✓		
Other	To be responsible for promoting and safeguarding the welfare of children and others.	✓		