

HAMPSHIRE COUNTY COUNCIL

**Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.**

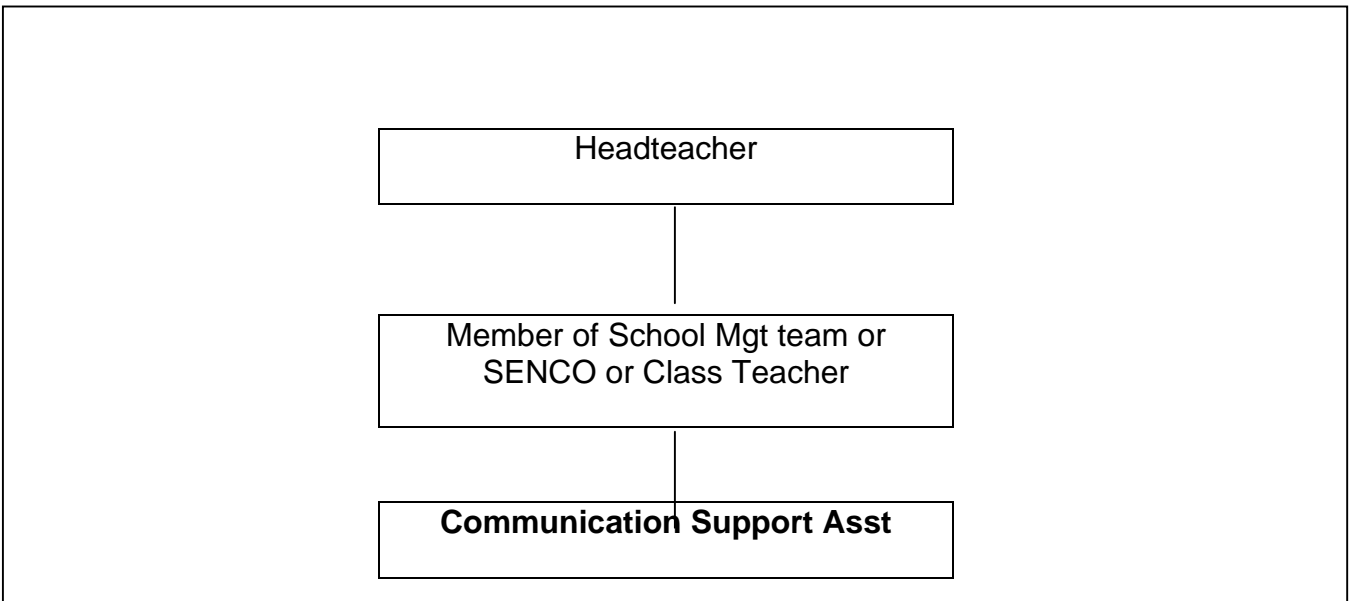
**ROLE PROFILE FORM**

**Section A**

<b>Role Profile Ref:</b>	02013
<b>Department/Section:</b>	Education (Schools)
<b>Role Title:</b>	Communication Support Assistant
<b>Reports To - (Supervisor/manager's role title) :</b>	Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher
<b>Role Purpose:</b> (why the role exists)	To work in partnership with the class teacher to foster effective participation of deaf and hearing impaired pupils and other pupils as required in the social and academic processes of the school To support the effective inclusion of deaf and hearing impaired pupils through development/support of deaf awareness throughout the school community

**Section B Organisation**

*Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).*



**Section C**

**ROLE REQUIREMENTS**

*This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.*

<b>Accountabilities</b>	<b>Accountability Statements</b>	<b>% of Time</b>
<b>Support for pupils</b>	<ul style="list-style-type: none"> <li>• assisting the integration of deaf and hearing impaired pupil(s) into the general life of the school by communicating/interpreting what the class teacher and other pupils say into sign language, at a level that is appropriate for the pupil to understand</li> <li>• asking the class teacher for further clarification when the pupil does not understand</li> <li>• encouraging the pupil in the effective use of sign language</li> <li>• where appropriate, supervising and assisting groups or individual children to keep pupils on task and achieve/complete activities set by teachers</li> <li>• developing pupils' social skills in line with school</li> </ul>	70
<b>Support for teachers</b>	<ul style="list-style-type: none"> <li>• voice-over deaf and hearing impaired pupil's signed communication for the teacher and other pupils</li> <li>• helping to develop and implement lesson plans and teaching materials</li> <li>• providing feedback to teachers on pupil performance, learning obstacles and effectiveness of classroom processes and organisation</li> <li>• monitoring and recording progress of pupils to track individual achievement and reporting on progress and advising on future work</li> </ul>	15
<b>Support for curriculum</b>	<ul style="list-style-type: none"> <li>• preparing equipment and materials relevant to the pupil(s) access to the curriculum</li> <li>• working with the teacher through discussions about lesson aims, content, strategies and outcomes</li> <li>• supporting and working with the teacher in testing and assessment activities</li> <li>• reviewing progress of pupils against specific learning programmes (e.g. plans for special needs pupils)</li> <li>• providing dedicated support for aspects of the national</li> </ul>	5

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<p><b>Support for the school</b></p>	<ul style="list-style-type: none"> <li>• implementing school curriculum policies including behaviour management</li> <li>• spotting early signs related to child protection, bullying and/or disruptive behaviour and ensuring that this is reported appropriately</li> <li>• working with outside agencies, where necessary, (e.g. speech therapists, education psychologists) according to the needs of specific pupils</li> <li>• in conjunction with the teacher, liaising with parents on pupil progress</li> <li>• undertaking playtime supervision of pupils</li> </ul>	<p>5</p>
<p>Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability</p>	<ul style="list-style-type: none"> <li>• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace</li> </ul>	<p>5</p>
<p><b>Section D -The key decision making areas in the role</b></p>		
<ul style="list-style-type: none"> <li>• Decision making will depend upon the level of expertise of the postholder. For example an experienced, skilled postholder will be expected to implement lesson plans.</li> <li>• The shape of the postholder's work will be broadly determined by the teacher although the experienced practitioner can be expected to work unsupervised and without the close presence of the teacher.</li> </ul>		
<p><b>Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)</b></p>		
<ul style="list-style-type: none"> <li>• Role dimensions vary according to type of school and the experience of the postholder. In some schools support will be provided on a 1-to- 1 basis to pupils within a classroom setting, but can also involve working in a special unit/resourced provision with several pupils.</li> <li>• Some postholders may carry supervisory/induction/mentoring responsibility for other postholders where employed.. They will also brief and support new staff (including teachers) on the stage of development of pupils, and on issues such as deaf awareness and how to communicate with the hearing impaired pupil(s).</li> </ul>		
<p><b>Section F - The main contacts – external/internal customer contacts and purpose</b></p>		
<ul style="list-style-type: none"> <li>• Internal (in school) – pupils, other colleagues, teachers, deaf instructor, headteacher, special needs governor, other members of governing body</li> <li>• External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, Speech and language therapists, other LEA specialist colleagues, specialist groups on educational visits, students, escorts, police</li> </ul>		

**Section G - Working conditions – environment, and physical effort or strain.**

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- High levels of concentration required in listening to the teacher and other pupils and simultaneously interpreting their spoken words into sign language. This is very tiring mentally.
- Constant movement of the hands whilst signing can lead to physical pain and discomfort (neck and back pain)
- Standing for long periods of time
- Some external working on trips, educational visits etc
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

**Section H - Context/additional information**

- Developing an understanding about pupils with hearing impairment and how they relate to other members of society, and integrating them into school society
- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school (nursery/primary/secondary) will be a factor in determining how the role operates as will the physical site of the school.
- High levels of stress can be generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours require constant pupil contact..

**PROGRESSION IN ROLE**

**Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with pupils and sympathetic to their needs
- Hold or be studying for a qualification in sign language (Council for the Advancement of deaf people-CACDP) - minimum Stage 2 (Primary school) ; hold or be studying for Level 3 (Secondary school). Additional useful qualifications eg Signed English

NB Stage 2 equates to NVQ Level 2 and Stage 3 to NVQ Level 3. Vocabulary becomes increasingly difficult in secondary schools, and there are more technical terms, hence the need for a Stage 3 qualification/

Good voice-lip patterns

- Experience in working with young people
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

**Section J – Initial induction/training required to become effective in the role**

**Estimated time to become operationally effective****4 months**

Induction 2-3 months

- “shadowing” experienced role holder in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and Communication Support Asst
- professional relationships between staff and pupils
- support from “mentor” member of staff
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children
- demonstrating subject-specific signing

**Section K – Operationally effective: How would effectiveness in role be demonstrated?**

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record pupil progress
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)

**Section L - Adding value: What characteristics will the advanced role holder demonstrate?**

- High level signing skills (this is likely to require the postholder to hold Stage 3 qualification)
- Recognised for expertise in school and, possibly, more widely in LEA
- Management/deployment of other role holders
- Mentoring of other postholders
- Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff
- Able, under the overall direction of the teacher, to take responsibility for meetings with external school contacts e.g. parents, education psychologist, GP.
- Able to independently set and review individual education plans and targets