



Dear Applicant

Thank you for showing an interest in the Communication Support Worker post at Portchester Community School.

We are seeking to appoint an enthusiastic and motivated individual with excellent interpersonal and communication skills to join our highly respected Learning Support Department. The successful candidate must be capable of maintaining the highest professional standards and place the child at the centre of everything they do. If you match the description outlined above – then we would like to work with you.

As a school we invest heavily in support and training and have a commitment to individual professional development.

All of the information required for application is available through our school's website; please ensure all forms are completed as instructed.

Visits to the school are welcome as well as informal discussions via telephone to support and inform your application.

Once again, thank you for showing an interest in this post and I wish you every success in your application.

Yours faithfully

Mr R Carlyle
Headteacher



Communication Support Worker (CSW)
Permanent, 32.5 hours per week
Term Time only plus one week (40 weeks)
Grade C, Actual Salary: £19,408 to £20,223
Full Time Equivalent: £25,186 to £26,244
Start Date: 1st September 2026
Closing Date: Friday 19th June 2026

We are seeking a highly motivated, personable and experienced Communication Support worker to join the Learning Support Department with a specific remit to support a pupil with a hearing impairment on a 1:1 basis in mainstream lessons.

As a CSW you will be responsible for supporting the communication in class and whole school environments, as well as supporting development of resources to support communication access within lessons. Working closely with the SENCO, teaching staff and external professionals, you will deliver targeted interventions, support the development of communication strategies and help remove barriers to learning.

This role would suit a candidate who is passionate about inclusive education and keen to further develop their expertise as a CSW in a secondary mainstream setting. We are seeking a member of staff with experience and qualifications in BSL to at least a level 3 standard to sign with Sign Supported English.

Essential Qualifications Required

Educated to GCSE Level 4 (or above) **OR** work experience deemed to have brought the role holder to a comparable level.

We are looking for someone who:

- Has experience of working as a CSW (desirable)
- Has evidence of appropriate and relevant professional development
- Is organised and able to act on own initiative and prioritise workload
- Has excellent interpersonal skills, including observation, listening and empathy skills
- Enjoys working as part of a team
- Is committed to supporting the school's ethos and values
- Is willing to continue with own professional development

We offer:

- A supportive and welcoming school community
- A school with a calm and considered environment
- A school that is moving towards outstanding
- Effective training and support
- A positive working environment
- A school that pupils, staff and the community feel proud of
- Membership of a strong staff body
- A generous holiday and pension package as a Hampshire County Council employee.

The role will involve:

- Ensuring audio equipment is ready for daily use
- In-class support including CSW support
- Providing sign support for school activities outside of lessons such as on school trips, assemblies and wider school activities
- Liaison with the SENCo regarding pupil needs
- To attend relevant Annual Reviews of EHCPs.
- To develop wider school staff training opportunities

We are a growing 11 – 16 comprehensive school. Graded ‘good’ by Ofsted in our most recent inspection (January 2024) and graded as ‘outstanding’ for Personal Development. We pride ourselves in being highly inclusive and pupil focused. We were awarded the prestigious National SMSC Quality Mark Gold Award, for the second time in April 2024. We are very proud of our pupils and their achievements.

Within the school we also have a resourced provision for physically disabled pupils who are integrated fully into the life of the school, which brings a richness and variety to the curriculum and adds to our extensive after school provision. We are proud of the way we address the needs of all of our pupils.

As a community school we also have a nursery and a pre-school.

Visits to the school are welcome as well as informal discussions to support and inform your application. Please email recruitment@portchester.hants.sch.uk or call 023 9236 4399, to make arrangements.

To apply:

An Application Pack can be downloaded from our website at www.portchester.hants.sch.uk/vacancies or email: recruitment@portchester.hants.sch.uk

Please email your completed application to recruitment@portchester.hants.sch.uk and return the equalities monitoring form in line with the details shown on the form.

Please be aware that a Hampshire County Council application form must be completed, as CVs are not accepted.

Applications will be considered on receipt and suitable candidates invited for interview. We reserve the right to withdraw the advertisement early if the vacancy is filled before the closing date.

Closing Date: Friday 19th June 2026

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Online searches will form part of the pre-employment checks on shortlisted candidates.

We are committed to creating a diverse workforce and applications are encouraged regardless of sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.

[DBS filtering guide - GOV.UK](#)



APPLICATION GUIDE

Vacancy Details

Details of the terms and conditions of the post are included in the Vacancy Details document. This gives information about the post, grade and salary and underlines the school's commitment to safeguarding children and young people and to equality of opportunity for all. Details of the closing date for applications, interview date, interview panel and selection procedure are included. The employment checks undertaken for the successful candidate are also shown on this document.

Job Description

This gives an overview of the purpose of the post and outlines the main core duties and any specific duties.

For a Support staff post, the Role profile describes the generic tasks of the post and may be supplemented with a Local List of Duties which specifies, at individual school level, the main duties of the role. The role profile also defines the necessary knowledge, skills and experience required at selection.

Person Specification

This outlines the qualifications, experience, skills and personal attributes which the successful candidate will need to possess. These elements are classified as either essential or desirable and are used as the basis for the shortlisting process. The person specification also outlines the basis by which other information collected as part of the recruitment and selection process will be assessed e.g. lesson/task observation, presentation, references.

The Application Form

Please ensure that you complete the relevant Hampshire County Council Teaching Staff or Support Staff application form, both of which can be downloaded from the school website at www.portchester.hants.sch.uk or the Hampshire County Council website. Please do not send a C.V. in place of the Hampshire application forms as this will not be accepted.

When completing your application form it is important to consider the Job Description/Role Profile and the Person Specification and include in your application evidence to demonstrate your skills and knowledge. Applicants should meet the essential criteria detailed in the Person Specification and it will be advantageous to demonstrate some of the desirable criteria.

Application Process

Once completed, please send your application form for the attention of Mrs Y Boxall, Personnel Services Leader, to arrive by the deadline specified in the advertisement and Vacancy Details information.

When received, we will hold your information securely, in line with our Data Protection policy and Privacy Notice for job applicants. Please refer to the Privacy Notice for Job Applicants available on our website.

Please remember to complete the Equalities Monitoring form which is included as part of the application pack and return it as detailed on the form. This information will enable the school to monitor the effectiveness of its equality policy and ensure that all staff and applicants receive fair and equal treatment at all times.

As part of this policy, it is essential that we monitor the profile of our applicants in relation to gender, ethnic origin, disability, sexual orientation and age.

The information on this form will not be shared with the selection panel and will be used for statistical purposes only. It will not form any part of a record on you as an individual, unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

All application forms are logged on receipt and although we do not currently acknowledge receipt, we are more than happy for you to contact the school for confirmation that your application has been received. Again, please contact Mrs Boxall by email (recruitment@portchester.hants.sch.uk), or via the school on 023 92 364399.

The Short-listing Process

The interview panel will undertake the short-listing process and candidates will be assessed against the job description/role profile and the essential and desirable aspects of the person specification. Candidates selected for interview will be contacted by telephone or email. Candidates will be advised of any tasks or lessons they will be asked to undertake as part of the selection process.

Please be advised that if you have not been contacted within two weeks of the closing date, your application has been unsuccessful on this occasion.

The Interview Process

The interview panel for all teaching posts will comprise the Headteacher, Mr Richard Carlyle, a member of the Senior Leadership team, usually either the Deputy Headteacher or Assistant Headteacher, together with the Subject Leader for the relevant department. For Subject Leader posts, a school Governor may also be included in the interview panel.

The purpose of the interview is to assess the candidate's suitability for the post and give both the panel and the candidate an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information provided in your application form.

As part of due diligence checks online searches will be completed on all shortlisted candidates prior to interview.

The interview will also assess the candidate's suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

Candidates will be asked the same core questions relating to the requirements of the post, however relevant supplementary questions may also be asked.

During the interview process notes will be taken.

References

It is our policy to approach both referees noted on the application form **prior to interview** for a reference. As stated on the application form one of your referees must be your present employer e.g. Headteacher.

Offers of Appointment

Appointments are subject to satisfactory completion of all relevant pre-employment checks including a Disclosure and Barring Service check and medical clearance from the Hampshire County Council Wellbeing unit.

Statement on Safer Recruitment

Statutory Guidance “Keeping Children Safe in Education”, issued by the Department for Education, requires the school to have written recruitment policies and procedures in place to prevent people who pose a risk of harm from working with children.

The Governing Body recognise that promoting the welfare of children and young people is integral to the recruitment and selection process and essential to creating a safe environment for children and young people. The school is committed to ensuring that recruitment and selection activities are undertaken in a fair and transparent way and that appointments are based on the candidate judged to be most suitable. The aims of the school’s Recruitment Policy are therefore to: attract and appoint the highest calibre of applicants; ensure safe and equitable recruitment and selection is conducted at all times; deter, identify and reject applicants and volunteers who are unsuitable to work with children and young people.

In accordance with the School Staffing (England) Regulations 2009, at least one person on an appointment panel will have undertaken safer recruitment training.

The full Recruitment Policy is available on request to any member of staff and all prospective applicants and volunteers.

The school’s Child Protection policy and Safeguarding policies are available on request or on the school’s website www.portchester.hants.sch.uk

What to bring to interview

Applicants selected for interview are asked to refer to the “Pre-employment checklist for Candidates” sent with the interview invitation letter and bring documentation as outlined. This will include original qualifications certificates and proof of identity (preferably photographic, such as a photocard driving licence or passport).

In order to meet our legal obligation under the Immigration, Asylum and Nationality Act 2006, the school must ensure that evidence has been seen and checked to confirm eligibility to work in the United Kingdom. Therefore, candidates selected for interview must bring relevant documentation to confirm this, as outlined in the Pre-employment Checklist for Candidates.

Thank you for your interest in this post at Portchester Community School.

Successful Confident Responsible

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



Headteacher: Mr R Carlyle BEd (Hons)

White Hart Lane, Portchester, Fareham, Hampshire PO16 9BD

T: 023 9236 4399 | **F:** 023 9220 1528 | **E:** office@portchester.hants.sch.uk | www.portchester.hants.sch.uk

Details about the post: Communication Support Worker	
<i>Salary:</i>	Grade C. 30.4 hours per week. Actual Salary £19,408 to £20,223 p.a. Full Time Equivalent Salary: £25,186 p.a. to £26,244
<i>Contract Type:</i>	Permanent, Part Time 30.4 hours per week, 8.05 am to 3.15pm. Term-time only plus one week (40 weeks)
Safeguarding of pupils:	
<i>School statement:</i>	Portchester Community School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.
Context for the vacancy:	
<i>Start date:</i>	September 2026
Terms and conditions:	
<i>School statement:</i>	This post is offered subject to the Employment in Hampshire County Council agreement (EHCC07) in conjunction with other Hampshire and school pay policies.
Equalities Statement:	
<i>School statement:</i>	The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. The Governing Body recognises the value of a diverse and inclusive workforce and governors and managers will operate at all times within the requirements of anti-discrimination legislation and will promote equality in its staffing decisions. The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, to help overcome practical difficulties created by applicants or members of staff who have a disability. The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or belief, sex or sexual orientation. All applicants are invited to indicate whether they have any special requirements to enable them to submit an application.
Information about the recruitment and selection process:	
<i>Closing date for applications</i>	Please email your completed application form to recruitment@portchester.hants.sch.uk recruitment@portchester.hants.sch.uk by Thursday 18 June 2026. If you intend to email the equality monitoring form, please send in a

	<p>separate email to recruitment@portchester.hants.sch.uk with the title: 'Confidential - equality monitoring form'.</p> <p>If you would like confirmation that your application has been received, please contact the school on 023 9236 4399 or email: recruitment@portchester.hants.sch.uk</p>
<i>Interview date:</i>	To be advised.
Employment checks required:	
1	Fully completed application form
2	Rehabilitation of Offenders Act declaration
3	Right to work in the UK
4	Disclosure and Barring Service check.
5	Employment history including explanation of any gaps
6	Proof of academic and professional qualifications
7	Occupational Health check
8	Professional character references

If you have any questions about the detail contained within this document or any other aspect of the information sent to you, please do not hesitate to contact the school.

School policies including the Recruitment Policy and Equality Policy are available on request.



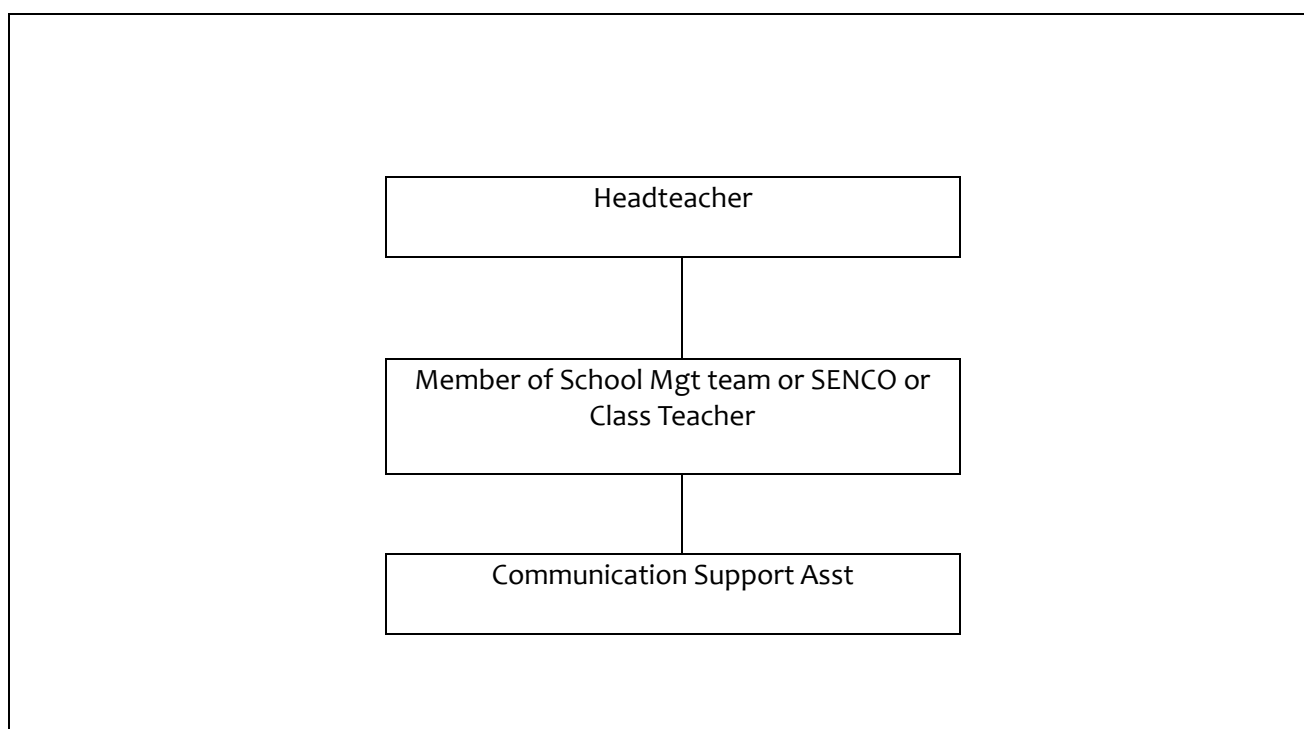
ROLE PROFILE FORM

Section A

Role Profile Ref:	02013
Department/Section:	Education (Schools)
Role Title:	Communication Support Assistant
Reports To - (Supervisor/manager's role title)	Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher
Role Purpose: (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.

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none"> • 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 • Asking the class teacher for further clarification when the pupil does not understand • Encouraging the pupil in the effective use of sign language • Where appropriate, supervising and assisting groups or individual children to keep pupils on task and achieve/complete activities set by teachers • Developing pupils' social skills in line with the school 	70
Support for teachers	<ul style="list-style-type: none"> • Voice-over deaf and hearing impaired pupil's signed communication for the teacher and other pupils • Helping to develop and implement lesson plans and teaching materials • Providing feedback to teachers on pupil performance, learning obstacles and effectiveness of classroom processes and organisation • Monitoring and recording progress of pupils to track individual achievement and reporting on progress and advising on future work 	15
Support for curriculum	<ul style="list-style-type: none"> • Preparing equipment and materials relevant to the pupil(s) access to the curriculum • Working with the teacher through discussions about lesson aims, content, strategies and outcomes • Supporting and working with the teacher in testing and assessment activities • Reviewing progress of pupils against specific learning programmes (e.g. plans for special needs pupils) • Providing dedicated support for aspects of the national curriculum 	5

Support for the school	<ul style="list-style-type: none"> • Implementing school curriculum policies including behaviour management • Spotting early signs related to child protection, bullying and/or disruptive behaviour and ensuring that this is reported appropriately • Working with outside agencies, where necessary, (e.g. speech therapists, education psychologists) according to the needs of the specific pupils • In conjunction with the teacher, liaising with parents on pupil progress 	
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Corporate and statutory initiatives - equalities/health and safety/egovernment/sustainability	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace 	5
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Section D -The key decision making areas in the role

- 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.
- 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.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- 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.
- 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).

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, deaf instructor, headteacher, special needs governor, other members of governing body
- 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

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 – Entry: Initial Induction/training 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 Assistant
- 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 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. Educational psychologist, GP.
- Able to independently set and review individual education plans and targets



Local List of Duties and Person Specification: Communication Support worker

Hours: Part time, 32.5 hours per week, Term Time only

Main Purpose of the Role

As a CSW you will be responsible for supporting the communication in class and whole school environments, as well as supporting development of resources to support communication access within lessons. Working closely with the SENCO, teaching staff and external professionals, you will deliver targeted interventions, support the development of communication strategies and help remove barriers to learning.

Support for Pupils

- Support in class communication from the class teacher using Sign Supported English (SSE)
- Provide in class support on a 1:1 basis for a pupil with a hearing impairment.
- Establish positive and supportive relationships with pupils, acting as a role model and setting high expectations for participation and communication.
- Promote the inclusion and participation of pupils within the classroom and wider school environment.
- Encourage pupils to interact and communicate effectively with peers and adults.
- Provide feedback to pupils to support the development of communication skills and confidence.
- Support pupils' emotional wellbeing where communication difficulties impact engagement with learning.
- Deliver additional curriculum interventions and in class support where directed.

Specialist Intervention and Impact Monitoring

- Deliver structured interventions to an individual pupil to support Section F provision of their EHCP including pre-teaching of vocabulary and key concepts.
- Monitor and record student progress throughout interventions using agreed assessment and tracking systems.
- Evaluate the impact of interventions and contribute to the review process in line with the graduated approach (Assess–Plan–Do–Review).
- Provide clear and accurate reports on intervention outcomes to the SENCO and relevant staff to inform future provision.
- Adapt interventions where necessary in response to student progress and identified needs.

Support for the SENCO and Teaching Staff

- Work with the SENCO and relevant staff to plan, deliver and review provision support as required.
- Monitor and evaluate pupils' responses to interventions through observation and structured recording of progress against agreed targets.
- Track and maintain records of intervention delivery and student progress.
- Provide clear and accurate feedback and reports on student progress and communication development.
- Support teachers in adapting classroom strategies in line with deaf awareness training.
- Contribute to reviews of SEND provision and support planning.

Support for the Curriculum

- Support pupils with access to the curriculum through adapted communication strategies, scaffolding and targeted support as well as use of SSE.
- Deliver curriculum-based interventions that support literacy, vocabulary development and communication skills.
- Support the use of visual supports, communication aids and assistive technology where appropriate.
- Prepare and maintain specialist resources used in communication interventions.
- Promote positive attitudes towards learning and encourage pupils to develop confidence in communication and participation.
- Support pupils to develop independence and effective learning strategies.

Support for the School

- Be aware of and comply with policies and procedures relating to safeguarding, behaviour, health and safety, confidentiality and data protection.
- Support inclusive practice and ensure pupils with communication needs have equal access to opportunities across the school.
- Work collaboratively with teachers, pastoral staff, the SENCO and external professionals such as speech and language therapists.
- Attend meetings, reviews and training related to SEND provision.
- Share expertise and support colleagues in developing effective strategies for supporting pupils with hearing impairments.
- Support supervision of pupils during school activities, trips or extended learning where required.

Corporate and Statutory Responsibilities

- Maintain awareness of school, national and statutory policies and requirements and apply these within the role.

Key Role Dimensions

- Utilise specialist knowledge of hearing impairment to support effective practice across the school.

- Deliver structured intervention programmes and contribute to evaluating their effectiveness.
- Work with a high degree of independence under the direction of the SENCO or Assistant SENCo.
- Contribute to the identification of needs and the implementation of appropriate strategies.
- Maintain accurate and confidential records relating to student support and progress.
- This role may require additional responsibilities dependent on the operational needs of the department, at the direction of the SENCo.



PERSON SPECIFICATION: Communication Support Worker

Quality/Skill	Essential (E) /Desirable (D)	Application	Reference	Interview	Task
QUALIFICATIONS					
Educated to GCSE Level 4 (or above) OR work experience deemed to have brought the role holder to a comparable level	E	*			
BSL Level 3	E	*			
NVQ3 for Teaching Assistants or equivalent qualification or experience	D	*			
EXPERIENCE					
Experience of working in a secondary school	D	*			
Relevant experience in a teaching/learning/child support working environment.	E	*			
SKILLS, KNOWLEDGE and APTITUDE					
Able to work as part of a team	E	*	*	*	
Able to maintain effective relationships	E	*	*	*	
Able to maintain confidentiality at all times	E	*	*	*	
Proven organisational ability	E	*	*		
Empathy with pupils and sympathetic to their needs	E	*	*	*	*
Able to work on own initiative	E		*		
Experience of working in a classroom setting	E	*			
Knowledge of Special Educational Needs	E	*	*	*	
Working knowledge of national/foundation stage curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies.	D	*	*	*	
Able to use ICT effectively to support learning	D	*	*	*	
Excellent literacy/numeracy skills.	E	*	*	*	

PERSONAL ATTRIBUTES					
Good communication skills and ability to clarify and explain instructions clearly	E	*	*	*	*
Well-developed interpersonal skills and sense of humour enabling effective	E			*	
EQUALITY AND DIVERSITY					
Understands and promotes the principles of equality and diversity	E	*		*	
SAFEGUARDING					
Understands and promotes the principles of safeguarding children and young people	E	*		*	

* = will be evidenced by application form/reference/ interview/ presentation



Dear Applicant

Equality Monitoring

Thank you for your interest in the Communication Support Worker vacancy at this school. The school operates an equality policy to ensure that all staff and applicants receive fair and equal treatment at all times. As part of this policy it is essential that we monitor the profile of our applicants in relation to their age, disability, gender identity, race, religion or belief, sex and sexual orientation.

The equalities monitoring form is designed to record and monitor the relevant data for this monitoring process. I would be very grateful if you could complete the form located in the Vacancies section of the website under 'Applications Forms and Equalities Monitoring Form' and return it to me.

The information on this form will be used for statistical purposes only and will not form any part of a record on you as an individual unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

I am making this request in accordance with the recommendations of the Equality and Human Rights Commission. However, if you wish to discuss the content of the form or the use of the data, please let me know.

Yours sincerely

Mr R Carlyle
Headteacher



Job Hazard Form

This form highlights hazards related to the role that could pose a risk to the post holder.

Role Title: **Communication Support Worker**

Manual Handling

This role requires hazardous manual handling operations. For example, *regular moving of heavy objects, or moving of people, including use of manual handling equipment (for which you will receive training) and pushing wheelchairs.*

The types of manual handling operation involved in this role are *children and objects.*

These manual handling operations are required on a *daily basis.*

The weights involved in these manual handling operations are *more than 25 kg.*

Display Screen Equipment

This role will require the postholder to be a Display Screen Equipment User. This will involve use of a *desktop computer and virtual learning platform.*

Job Characteristics

This role involves working with *children and young people of between 11 and 16 years old. This role also involves working with children and young people with special needs including those with complex or multiple disabilities.*

This role involves *personal care and food handling.*

This role also has potential to involve *verbal abuse and/or aggression, and this is likely on an infrequent basis. The role is also likely to require physical behaviour management interventions for which the postholder will be trained.*

Work Environment

This role is carried out in an environment which involves entry to *confined spaces (e.g. lifts) and occasional outdoor work.*

Work Equipment/Machinery

This role also involves working with *hand-held powered tools/hand-guided tool/hand-fed tools (when postholder is in Technology department).*

Personal Protective Equipment

Given the nature of this role, the post holder is required to wear personal protective equipment to be worn on their *hands (latex gloves)*.

COSHH (Control of Substances Hazardous to Health)

Biological Hazards

It is possible that postholder may come into routine or regular contact with *human bodily fluid e.g. through personal care*.

Chemical Hazards

The post holder will come into *infrequent* contact with any chemicals such as cleaning products which may be *an irritant*.

Applicants should be aware that where roles are exposed to hazardous risks, risk assessments are undertaken and control measures are put into place where possible.



Policy Statement

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.