

## PERSON SPECIFICATION – COMMUNICATIONS SUPPORT WORKER

Source: A = Application form C = Certificates I = Interview R = References

	Essential	Desirable	Source
<b>Qualifications</b>			
Educated to GCSE (including Maths and English)	■		A, C
British Sign Language Level 1 & 2, plus Level 3 or willingness to achieve	■		A, C
A relevant Learning Support Qualification Level 2		■	A, C
Communications Support Worker Qualification		■	A, C
<b>Experience &amp; Knowledge</b>			
Experience in a similar role and/or ability to demonstrate support of students with hearing impairments	■		A, I, R
Sound experience of working with young people with learning difficulties and/or disabilities	■		
Experience of working with students within an education setting and building effective relationships where strategies to help remove barriers to learning are developed	■		A, I, R
Knowledge and understanding of the current education system		■	A, I
Good working knowledge of the school curriculum, or equivalent in support of learning materials		■	A, I
Knowledge and an awareness of issues and factors related to barriers to learning and participation for students with a hearing impairment	■		A, I
General understanding of the operation of a school environment		■	A, I
An understanding of health, safety and welfare	■		A, I
Working knowledge of Microsoft Office packages (e.g. Word, Excel, PowerPoint, Outlook) or similar	■		A, I
Working knowledge of SIMS or equivalent		■	A, I
Good understanding of procedures and legislation relating to confidentiality, in particular GDPR	■		A, I
<b>Communication Skills</b>			
Ability to complete forms, letters and reports demonstrating a high level of literacy and numeracy	■		A, I
Demonstrate a positive attitude to working with challenging students whilst implementing the school's behaviour management policy		■	A, I
Demonstrate the ability to motivate and encourage students and colleagues	■		A, I
Evidence the ability to support young people through appropriate resources in support of learning and to actively suggest ways to improve specifically for those with a hearing impairment	■		A, I
Evidence of effective communication with young people, families, school staff and a range of other professionals, both verbal and written	■		A, I
Effective listening skills	■		A, I
Provide timely and accurate information to students, staff and families		■	A, I

Personal Attributes			
Ability to be proactive and use own initiative and problem solve	■		A, I
Prioritise, plan and organise own workload as well as assist students in prioritising, planning and organising their learning workload to meet deadlines	■		A, I
Excellent organisation skills to ensure work is effectively managed to meet tight deadlines/timescales	■		A, I
Ability to work efficiently and effectively under pressure and remain calm	■		A, I,
Ability to establish rapport and to maintain respectful and trusting relationships	■		A, I
Understand and support the importance of physical and emotional wellbeing	■		A, I
Demonstrate personal and professional integrity, including modelling values and vision	■		A, I
Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others	■		A, I