

PERSON SPECIFICATION *Communication Support Worker (CSW)*

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Grade C or above in GCSE English and Maths • Qualified Brailist 	<ul style="list-style-type: none"> • Fluent in BSL, Level 2 or equivalent. • A level or above (or equivalent) in English and / or maths • CSW qualification
Experience	<ul style="list-style-type: none"> • At least 2 years' experience of working effectively in an educational setting • Knowledge and understanding of sensory cultures and of the Equality Act as it applies to sensory impairments 	<ul style="list-style-type: none"> • Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression • Previous varied experience of working with students in a range of educational settings
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Flexible, adaptable and positive attitude to working in a structured environment • Ability to adapt to unfamiliar situations or subject topics • Ability to be flexible with changes to daily routine • Communication skills to promote and develop effective working with students, colleagues and carers/agencies at an appropriate level to achieve understanding and constructive response • Ability to work independently with minimum supervision • Ability to actively create and adapt worksheets/course work for the students • Ability to liaise effectively with other professionals • Ability to be flexible and sensitive • Ability to collect and collate evidence based records and progress 	<ul style="list-style-type: none"> • The ability to contribute effectively to the workload and responsibilities of the Inclusion team, recording and feeding back relevant information • The ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution • Proven communication and interpersonal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues

Professional Skills and Abilities	<ul style="list-style-type: none"> • Understanding of the role of the class or subject teacher, tutor and support staff in developing and maintaining an effective learning environment. 	<ul style="list-style-type: none"> • Skills of empathy, listening, communication and responding with appropriate language to build rapport with children from a variety of ages, abilities and backgrounds
Professional Development	<ul style="list-style-type: none"> • Committed to own continuing professional development 	
Self-ethos	<ul style="list-style-type: none"> • Self-motivated and prepared to work hard using own initiative • Striving for excellence in all areas • Excellent organisation, prioritisation and time management skills 	
School ethos	<ul style="list-style-type: none"> • Fully supportive of the aims and ethos of a school providing a Christian education. To conduct oneself in a way that is clearly aligned to the core values of Bishop Stopford School. 	<ul style="list-style-type: none"> • Commitment to a faith
Health and Safety	<ul style="list-style-type: none"> • Understanding the importance of Health and Safety issues in and around the site • Play an active role in safeguarding all students and adults at the school 	

July 2017