

Children, Families & Education Sensory Impairment Service

JOB TITLE	Access and Communication Support Worker (ACSW)
GRADE	Grade G
REPORTING TO	Specialist Teacher/Specialist Teaching Assistant Manager
NUMBER OF STAFF SUPERVISED	None
FINANCIAL RESPONSIBILITIES	None
KEY CONTACTS Children and Families Customers Voluntary Organisations	<ul style="list-style-type: none"> • All staff in the Sensory Impairment Service • NCC teams involved with children and young people with SEND • School SENCOs, subject and class teachers • School support Staff • Parents/Carers • National and local organisations concerned with children and young people with sensory impairment
JOB IMPACT	The Sensory Impairment Team will provide a range of services for children and young people who are deaf, visually impaired or have multi-sensory impairment.
ROLE SUMMARY	To support and deliver a high quality, specialist support service to children with Hearing Impairment/Visual Impairment needs, to ensure they have equal access to appropriate education, maintain progress and enable them to achieve their full potential.

KEY TASKS AND ACCOUNTABILITIES

1. Provide specialist 1:1 support and facilitate learning for pupils with sensory impairment in schools and early years settings. In addition to 1:1 support in class the ACSW will be able to:
 - Provide advice on the relevant sensory impairment, use of specialist equipment and resources, to mainstream school staff and model specialist techniques. They will understand the specific requirements of individual pupils, including the specialist equipment and communication approaches required by them.
 - Monitor the learning environment, continually adapting support to meet changes throughout the school day, advising mainstream staff of changes and enabling efficient delivery.
 - Be able to monitor the pupils sensory functioning and any changes that might indicate deterioration or problems with assistive technology.
 - Deliver individual tutorials to pupils, under the direction of the Specialist Teachers potentially encompassing all areas of the curriculum, as well as specific specialist skills, enabling extension of class work as well as pre and post tutoring.
 - Support the pastoral care of pupils showing appropriate levels of sensitivity and confidentiality in matters of emotional needs and safeguarding issues.
 - In partnership with Specialist Teachers and Specialist Teaching Assistant Managers, provide support to parents, carers, school staff and peers through awareness training sessions, staff meetings, and school assemblies.
 - Produce adapted resources for pupils as required by the Deputy Resource Technicians or Specialist Teacher.
2. Provide feedback including accurate ongoing records, liaising with the specialist and class teachers concerning the child's approach to learning. Contribute to and where possible attend curriculum planning meetings, in collaboration with teachers, offering a range of specialist knowledge to make the teaching, learning and assessment process effective for the learners they support.
3. Attend and contribute to interim and annual reviews, and other meetings with parents, carers and external agencies e.g. Physiotherapists, Educational Psychologists or Speech & Language Therapists, producing reports to inform others at the meetings of the pupils progress towards achieving the targets set out in the education health and care plan and/or provision map.
4. Undertake additional training and offer additional support as needed e.g. Team-Teach Behaviour Management & Restraint, tracheotomy care, manual handling, toileting, speech and language therapy programme. This should be in partnership

with other trained staff within the school as well as external agencies e.g. therapists, specialist nurses, in order to meet the holistic needs of the pupil.

5. To promote inclusion and equality of opportunity in education for all pupils, regardless of race, gender, ability, sexual orientation, culture or religion.
6. Ensure that reasonable care is taken at all times for their own health, safety and welfare and that of other persons, and to comply with the policies and procedures relating to health and safety within the department.
7. To take part in the appropriate appraisal system in accordance with County policies.
8. To interact in a professional and courteous manner.
9. Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.

KEY SKILLS AND COMPETENCIES

Essential

- Satisfactory DBS clearance
- Understanding and experience of working with children in an educational setting
- Understanding and experience of children's learning and development
- Good levels of literacy and numeracy (good GCSEs, A levels or NVQ level 3 or equivalents)
- Ability to write clear and concise reports and records
- Ability to work as part of a team, within a school setting or multi-agency team.
- The ability to work independently using own initiative.
- Commitment to inclusion and equality and continued professional development.
- Ability to maintain appropriate levels of confidentiality and follow child protection procedures.
- Ability to communicate with young people of different ages and abilities respond to individual needs and promote independent learning.
- Proficient in the use of computers and ICT.
- Knowledge of the Special Needs Code of Practice.
- Able to travel to various locations within the county.

Specialist skills and qualifications (VI pupils)	Specialist skills and qualifications (HI pupils)
<ul style="list-style-type: none"> • Ability to read Braille or willingness to train • Qualification in supporting learning for pupils with visual impairment or willingness to train 	<ul style="list-style-type: none"> • Qualification in British Sign language (Signature level 2 minimum and willingness to achieve level 3) • Willingness to train in other methods of communication (Sign

<ul style="list-style-type: none"> • Ability to use and model specialist approaches e.g. sighted guiding, use of canes, touch typing or willingness to learn. • Ability to provide adapted resources for pupils with visual impairment, including: Braille, large print, tactile, audio, or willingness to train. • ACSWs working with pupils who have dual sensory impairment/MSI will be required to undertake intervener training. 	<p>Supported English, Cued Articulation, Picture Exchange Communication System (PECS), Augmentative & Alternative Communication (AAC) or note taking) in order to be able to adapt to the different needs of deaf learners</p> <ul style="list-style-type: none"> • Familiarity with the range of assistive listening devices used by deaf learners e.g. digital hearing aids, BAHA systems, cochlear implants and FM radio aid systems or willingness to undertake further training. • Qualification/training in supporting deaf learners or willingness to undergo this. • ACSWs working with pupils who have dual sensory impairment/MSI will be required to undertake intervener training.
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Desirable

- Degree or equivalent
- Further qualifications relevant to the post
- Additional recognised Additional Needs qualification

Mental Demands of the Role

- Ability to prioritise and accommodate change
- Enthusiasm for working in a multi-disciplinary team
- Ability to make and defend decisions in a non threatening way
- An appreciation of the local needs of schools and communities
- Ability to maintain high levels of professional and personal integrity and confidentiality
- An appreciation of the rights and aspirations of others
- Personal and professional initiative

Accountability/Freedom to Act

The Post holder will be accountable to the Head of SI Service for maintaining a high professional standard in the delivery of all aspects of their work. Within this accountability, the post holder will make their own professional decisions based on evidence, knowledge of relevant research and within current legislation and policies.