



**North
Northamptonshire
Council**

Job Description and Person Specification

Job details

Job title: **Access and Communication Support Worker (ACSW)**

Grade: **G**

Reports to: **Specialist Teacher/Specialist Teaching Assistant Manager**

Responsible for: **No supervision or Finance**

Directorate and Service area: **Children, Families & Education**

Sensory Impairment Service

Purpose of the job

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

The Sensory Impairment Team provide a range of services for children and young people who are deaf, visually impaired or have multi-sensory impairment.

Principal responsibilities

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 Council policies.

8. To interact in a professional and courteous manner.

General responsibilities applicable to all jobs

1. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
2. Comply with the Council's policies and procedures including (but not limited to) safeguarding, financial regulations, promotion of equalities, customer care, agreed audit actions and health and safety (ensuring that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons).

3. Understand the councils commitment to Corporate Parenting and take responsibility to support this commitment. Enable the council to be the best corporate parents possible to children and young people in our current and previous care.
4. 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.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Special features of the post

This post requires satisfactory clearance of a Disclosure and Barring Service disclosure.

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 	<ul style="list-style-type: none"> Qualification in British Sign language (Signature level 2 minimum and willingness to achieve level 3)
<ul style="list-style-type: none"> Qualification in supporting learning for pupils with visual impairment or willingness to train 	<ul style="list-style-type: none"> Willingness to train in other methods of communication (Sign 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
<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. 	<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.
<ul style="list-style-type: none"> Ability to provide adapted resources for pupils with visual impairment, including: Braille, large print, tactile, audio, or willingness to train. 	<ul style="list-style-type: none"> Qualification/training in supporting deaf learners or willingness to undergo this.
<ul style="list-style-type: none"> ACSWs working with pupils who have dual sensory impairment/MSI will be required to undertake intervener training. 	<ul style="list-style-type: none"> ACSWs working with pupils who have dual sensory impairment/MSI will be required to undertake intervener training.

Person Specification

Attributes	Essential criteria	Desirable criteria
Education, Qualifications and Training	<ul style="list-style-type: none"> • Good levels of literacy and numeracy (good GCSEs, A levels or NVQ level 3 or equivalents) 	<ul style="list-style-type: none"> • Degree or equivalent • Further qualifications relevant to the post • Additional recognised Additional Needs qualification
Experience and Knowledge	<ul style="list-style-type: none"> • Understanding and experience of working with children in an educational setting • Understanding and experience of children's learning and development • Proficient in the use of computers and ICT. • Knowledge of the Special Needs Code of Practice. 	
Ability and Skills	<ul style="list-style-type: none"> • Spoken English fluency • 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 • Ability to maintain appropriate levels of confidentiality and follow child protection procedures. 	

Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Ability to communicate with young people of different ages and abilities respond to individual needs and promote independent learning. 	
Equal Opportunities	<ul style="list-style-type: none"> Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs. 	
Additional Factors	<ul style="list-style-type: none"> Able to travel to various locations within the county. 	