Fareham Academy

Applicant Pack

Communications Support Worker

Grade C

Start date: 01 January 2027

30.5 hours per week 5 days per week (40 weeks),
Actual Salary - £18,214 – £18,979
(£25,186 - £26,244 FTE)
08:40 until 15:20 (with half an hour unpaid break)
www.fareham-academy.co.uk/vacancies

Please ensure you complete our application form; only applications submitted on the Fareham Academy form will be accepted.

For more information regarding the post please visit our website or email Mrs Payne on g.payne@fareham-academy.co.uk

Closing Date: 30 November 2026 (09:00)

Letter from Headteacher

Dear Applicant,

Thank you for considering joining Fareham Academy. We are a caring and forward-thinking school where academic achievement sits alongside the personal development of every child. Our motto, "Unlocking Potential – Creating Opportunity," together with our values of Resilience, Aspirations, and Kindness, reflects the ambition we hold for all our students.

Our staff are deeply committed to providing the highest quality education, and we are equally committed to supporting their professional growth. We prioritise development at every stage of a career, ensuring colleagues have the opportunities, training, and guidance they need to progress.

Many of our staff have moved into leadership roles within Fareham Academy and the wider education community, highlighting the strength of our culture and the talent within our team.

We are now seeking the right person to contribute to our school and be part of the exciting journey ahead. I wish you every success with your application.

If you have any questions on the recruitment process, please email g.payne@fareham-academy.co.uk

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Yours faithfully,
Randall Jull
Headteacher

"Developing transferrable skills such as teamwork, communication, problem solving, and innovation to better prepare students for the constantly changing world."



Communications Support Worker (CSW)

Fareham Academy has an opportunity to appoint an additional Communications Support Worker (CSW) to work primarily with our deaf students to access, as fully as possible, the curriculum and life in the mainstream school.

The CSW is expected to be part of a support team working with individual and/or small groups of students. Although primary responsibilities of CSW relate to interpreting, you may also be required to offer other forms of communication support, e.g. note taking, lip speaking and in addition basic hearing checks. The CSW is not the sole person responsible for the support of deaf students however works with classroom teacher and as part of the LSA support team.

Although most teaching involves interpreting, information must be presented in a form accessible to the students. In general, for a CSW to be most effective, adaption and modification of contents, stricture and language during the lesson may be required according to the needs of the students in terms of-

- Sign language skills
- Ability to take in new information
- Level of language

The CSW should pass on the information provided by the teacher. The CSW is not responsible for altering the content without their agreement. However, the CSW may decide to drop extraneous information where they judge that the student cannot take on any new information. Technical vocabulary and relevant subject information should not be omitted.



The Role of the CSW:

1. To enable equality of access to information and education to meet the needs of learners

2. To empower the learner through the CSW's use of a range of appropriate support strategies, encouraging the individual learner's development within educational, social, linguistic and cultural contexts

3. To consider the learner's needs within their peer group context, and to provide appropriate communication strategies, from a range of skills, helping to facilitate successful integration into the group

4. To provide access to a range of learning materials using appropriate communication methods to match the needs of the individual learner

5. To respond to all communication requirements in the learning environment and with assistive technologies and implement, review, and adapt strategies as necessary

6. To enable and empower learners to discuss their own learning requirements with teaching staff and other professionals

7. To provide deaf awareness training, advice, and guidance for teaching staff and/or peer groups, and to involve the learners whenever possible. To also provide training to front of house staff

The following points may be ongoing:

1. To facilitate access to wider Academy services, eg counselling, financial support, library, learning resources, etc

2. To work collaboratively in a team, which assesses, delivers, and reviews the learner's individual support needs

3. To enable learners to make independent choices and to learn from their experiences

4. To keep accurate records of work and perform support-related administration as required, eg for purposes of management, inspection and audit.

Your Opportunity

The successful candidate will be:

- passionate in supporting children to believe they can aspire to achieve their very best.
- able to work effectively with children, confidently adapting the curriculum to meet their needs.
- has experience of working with children with additional needs.
- demonstrates excellent behaviour management skills whilst remaining patient and positive.
- has experience of covering classes or teaching groups of pupils.
- has GCSE Grade C English and Maths or equivalent.
- Understands confidentiality and safeguarding procedures.
- passionate about developing a culture of reading within the school.
- experienced in supporting students with developing reading skills.

In return we will offer you:

- A professional, hardworking and supportive team of staff with the capability and desire to raise student achievement
- A Staff Well-Being Programme
- Annual Flu Vaccination
- Enthusiastic students who are willing to learn and are proud of their learning environment
- Opportunities for further professional development
- A caring and supportive working environment within a vibrant school community
- A personalised CPD programme suited to staff requirements
- Access to a network of schools to support personal and professional development
- A Private Health Care Programme
- Local Government Pension Scheme (LGPS)

Post Details	Schedule 6	
Department:	HIRA	
Job Title:	Communications Support Worker	
Grade:	Grade C 30.5 hrs per week	Term Time (40 Weeks)
Responsible to:	SENCo	
Responsible for:	N/A	

Job Purpose:

To support lesson delivery and maximise learning to our deaf pupils.

This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.
Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.

Person Specification	
Qualifications and Professional Memberships	**Essential/ Desirable**
Educated to GCSE level standard or equivalent with passes including English and Maths at Grade C or above	E
British Sign language Level 3	E
British Sign Language Level 6	D
Qualification recognised by the NRCPD	D
Experience and Knowledge	
Good clear Signing Skills	E
Experience of planning and progressing work activities within general guidelines, using initiative and judgement without reference to others	E
Experience of working with deaf and hard of hearing people	E
Be able to prioritise and manage workload.	E
Have good, written and verbal communication skills and be able to relate well to school staff, candidates of all abilities, parents and carers.	E
Be able to work in an organised and methodical way and have sound organisational and coordination skills.	E
Experience of working in education	D
Be able to work effectively under pressure.	E
Be able to maintain confidentiality.	E
Practical Skills	
Ability to plan, prioritise and organise work and resources for self and others	E
Be able to work accurately and to work to set deadlines	E
Confident basic user of ICT.	E
Personal Qualities & Attributes	

Ability to work as part of a team and on own initiative and with resilience	E
Self-motivating with the ability to multi task	E
Good interpersonal skills, and the ability to enthuse and motivate others	E
Willingness to undertake first aid training	E
Communication Adaptability / Flexibility Planning and Organising Teamwork Continuous Improvement	E

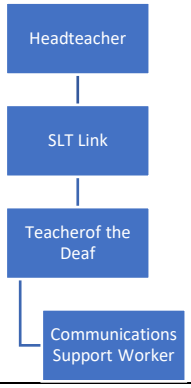
Organisational Information

All staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the Schools Equal Opportunities Policy.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the school's Health and Safety Policy.
- Undertake such other duties within the scope of the post as may be requested by your Manager.



Main Responsibilities/Activities:
This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities and should be read in conjunction with the accompanying Job Purpose. *More specifically the post holder will be expected to:*

Key responsibilities:

Communication Support

- Support individuals/small groups of students in a mainstream school environment, according to their needs.
- To give support to staff within the mainstream setting on developing the young person's understanding and use of British Sign Language signs and spoken language skills.
- To create engaging, fun and informative learning opportunities, which will support the young person's communication skills and general development so that they can meet their subject targets.
- Convey the content of teaching etc. in a form appropriate to the needs of the student e.g. BSL, SSE, note taking.
- Identify specific language or conceptual problems and refer back to the Teacher of the Deaf. In liaison with the teacher and Teacher of the Deaf, to identify appropriate ways of interpreting for the student, thereby allowing the maximum access to the curriculum.
- Facilitate communication between the deaf student and their peers/tutors/other students in the classroom.
- To have a knowledge of personal and assistive amplification equipment such as Hearing Aids, Cochlear Implants and personal radio aid system management, trouble-shooting, visual and listening checks and to take responsibility for these checks on a regular basis as directed by the Teacher of the Deaf.
- To participate in the provision and delivery of information and advice on deaf awareness and communication

Preparation

- Discuss with mainstream staff, the role of the Learning Support Assistant in the classroom prior to the start of the lecture.
- Read documentation e.g. Annual Review, reports on the student and discuss the most appropriate form of support with the support tutor.
- To support and implement the individual outcomes, in relation to the current EHCP
- To contribute to the planning and implementation of appropriate programmes of activity for the child who is deaf in collaboration with the teaching staff, the Teacher of the Deaf and Specialist Speech and Language Therapist.
- To promote the inclusion of the child who is deaf within the mainstream school.
- Obtain course outlines, information, worksheets from the lecturer to enable thorough preparation.
- Discuss subject specific interpreting issues with a Support Tutor.

Administration

- Complete "Student Support Link" forms conveying a brief description of the content of the session, new vocabulary, concepts, and assignments.
- Inform the support tutor of a student's strengths, weaknesses and general progress.
- If a student under the age of 18 is identified as 'vulnerable' or who has personal or social difficulties that interfere with their studies, information should be passed onto the Support Tutor.
- To undertake any other such duties in Fareham Academy as the Headteacher or Line Manager may reasonably require.

Liaison

- To meet termly with the Line Manager for observation/review/supervision.
- To liaise regularly with the student's Support Tutor.
- To liaise with other CSWs sharing skills and problems, formally and informally.
- To develop good working relationships with mainstream lecturers gaining information on subjects, lecture content, worksheets etc.
- To build good relationships with parents / carers, families and professionals involved with the child and to regularly communicate with parents / carers and external professionals.

Professional Development

- To participate in (INSET).
- To attend regular CSW meetings.
- To participate in the delivery and planning of INSET to mainstream staff/students, as requested.
- To develop professional skills through reading, further training, participation in meetings/organisations such as NATED and so on.
- To participate in appraisal, mentor and induction procedures; if requested, to act as mentor or inductor to new staff.
- Interpret staff/team meetings, careers, interviews, visitors according to experience/qualifications, when appropriate.
- To work with the team on new initiatives, in order to meet the needs of the student.

Other

- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and 'Working Together to Safeguard Children' in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Please note: Academies may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. You will still be able to add information until the closing date, but you will not be able to submit your application. With this in mind, you are encouraged to apply as early as possible.

Fareham Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants. In line with our commitments to safeguarding.

Fareham
Academy

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