



Job profile

SPECIALIST SENSORY TEACHING ASSISTANT

(Visual Impairment)

Grade G +SSA

Group: Care Wellbeing & Learning

Service: Learning & Schools

Location: Dryden Centre

Line Manager: Team Leader - Low Incidence Need Team

Car User Status: Casual

Job Purpose

To work with families, schools and settings to provide a range of specialist interventions for babies, children and young people (aged 0-25) which will facilitate equality of access to high quality learning opportunities and ensure full access and participation and improved learning outcomes

The key roles of this post will include:

1. To work with identified children and young people in order to help overcome barriers to learning as a result of their visual impairment by ensuring access to learning and extended school activities (e.g. producing tactile diagrams, transcribing print into Braille, modifying and enlarging print).
2. To work in collaboration with the Specialist Teacher for Visual Impairment in developing and implementing specialist Learning Plans including learning, language and communication, social skills, Braille teaching, touch typing, ILS, and mobility.
3. To deliver learning activities to babies, children and young people, differentiating and modifying specialist activities and strategies according to children or young people's responses/needs.
4. To inform, develop and enhance the practice of school and setting support staff, in relation to visual impairment through specialist coaching and modelling and promoting improvement strategies to secure effective learning.
5. To organise and manage appropriate learning environment, strategies and resources in order to support effective access to learning.
6. To establish productive working relationships with babies, children and young people, challenge and motivate them, promote and reinforce self-esteem, act as a role model and set high expectations.



7. To support children and young people, in or out of the classroom, in order to achieve targets. This could be through one to one, as a group, or in-class intervention.
8. To provide feedback to children and young people in relation to their progress, achievement, behaviour and levels of independence.
9. To maintain effective internal and external relationships in order to assist in the co-ordination of the requirements of babies, children and young people with visual impairment, and their families.
10. To work within a multi-agency framework to support inclusion and access, and ensure health needs are met, in accordance with the relevant legislation, guidance and local policies.
11. To maintain all records required by schools, settings, LINT and SENIT in order to enable monitoring of quality, delivery and outcomes.
12. To select and prepare ICT and resources to support access to learning activities that meet children and young people's individual needs.
13. To monitor and advise on the appropriate use of specialist low vision aids and equipment.
14. To make a positive contribution towards raising awareness of Visual Impairment throughout the school/setting by leading peer awareness sessions (whole class, year group, whole school) in order to promote inclusion.
15. To engage with the annual review process for individual children and young people in order to report on progress and inform future targets.
16. To assist in the delivery of training and development opportunities in the area of visual impairment to a range of audiences.
17. To administer and assess/mark tests, invigilate and provide access to exams/assessments for children and young people with visual impairment.
18. To support the role of parents in children and young people's learning and contribute to meetings with parents in order to provide constructive feedback on progress/achievement.
19. To contribute to out of school learning activities which consolidate and extend work carried out in class, including out of hours as required.



20. To undertake continuous professional development in additional Low Incidence areas, where necessary, in order to build individual and team flexibility to respond to service demand
21. To undertake training relevant to the role
22. To adhere to the policies and overall ethos of each school and setting worked in.
23. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
24. Such other responsibilities allocated appropriate to the grade of the post.



Knowledge & Qualifications

Essential:

Knowledge

- Understanding of the impact of vision loss upon aspects of learning, language development, social skills, mobility and access to the curriculum.
- Good understanding of the principles of child development, learning processes and barriers to learning.
- Working knowledge of national/early years curriculum and other learning programmes and strategies.

Experience

- Working with blind and visually-impaired children and young people.
- Using Braille and large print to facilitate access to the curriculum.
- Maintenance and functional use of low vision aid and specialist technologies such as CCTV, screen readers, magnification software.
- The effective use of ICT to maintain records and to support learning.

Qualifications

- Meet the Higher-Level Teaching Assistants Standards or equivalent specialist qualification.
- Grade 1 Braille with the expectation that Grade 2 Braille would be gained within 2 years.
- Current driver's license and access to a car or means to mobility support.

Desirable:

Knowledge

- Ability to extend desirable learning outcomes to suit individual children and young people.
- Relevant legislation/codes of practice relating to safeguarding children and young people.

Experience

- Clerical duties, report writing
- Supervising groups of children
- Coaching and modelling to other staff

Qualifications

- Grade 2 Braille
- Full first aid qualification



Competencies

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| Customer Focus | Puts the customer first and provides excellent service to both internal and external customers |
| Communication | Uses appropriate methods to express information in a clear and concise way to make sure people understand |
| Team Working | Works with others to achieve results and develop good working relationships |
| Making things happen | Takes responsibility for personal organisation and achieving results |
| Flexibility | Adapts to change and works effectively in a variety of situations |
| Learning and Development | Actively improves by developing and applying new skills and knowledge and learns from past experiences |