

Job Profile

Job Title: Specialist Sensory Teaching Assistant (Visual Impairment)

Responsible for: No line management responsibility

Responsible to: SENCO

Purpose of the role: To provide a range of specialist interventions to support the learning of a severely visually impaired pupil which will facilitate equality of access to high quality learning opportunities and ensure full access and participation and improved learning outcomes

Main Duties:

1. To work with the identified pupil 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 school SEN dept and 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 the pupil, differentiating and modifying specialist activities and strategies according to the child'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 a productive working relationship with the pupils, challenge and motivate them, promote and reinforce self-esteem, act as a role model and set high expectations.
7. To support the child 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 the child 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 the pupil.
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 school 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 the child's individual needs.
13. To make a positive contribution towards raising awareness of Visual Impairment throughout the school by leading peer awareness sessions (whole class, year group, whole school) in order to promote inclusion.
14. To engage with the annual review process for the individual child in order to report on progress and inform future targets.
15. To assist in the delivery of training and development opportunities in the area of visual impairment to a range of audiences.
16. To administer and assess/mark tests, invigilate and provide access to exams/assessments for the child with visual impairment.
17. To support the role of parents in the child's learning and contribute to meetings with parents in order to provide constructive feedback on progress/achievement.
18. To contribute to out of school learning activities which consolidate and extend work carried out in class, including out of hours as required.
19. To undertake continuous professional development in the field of visual impairment
20. To adhere to the policies and overall ethos of the school.
21. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
22. To conduct, as required, any other tasks deemed appropriate to the post.

Person Specification

Specialist Sensory Teaching Assistant (Visual Impairment)

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 curriculum and other learning programmes and strategies.

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.

Experience of:

- Working with blind and visually-impaired children and young people.
- Using Braille and large print to facilitate access of 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.

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.

Qualifications:

- Grade 2 Braille
- Full first aid qualification

Experience of:

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