



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

HIGHER LEARNING TEACHING ASSISTANT WITH A SPECIALISM FOR SUPPORTING VISUALLY IMPAIRED PUPILS

JOB DESCRIPTION

JOB PURPOSE

To contribute to the development of a strong and effective school life with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY

1. Work with teachers to support the learning, educational progress and inclusion of pupils with a visual impairment and/or other SEND needs, with the aim of narrowing any attainment gap they have with peers.
2. Give assistance to pupils with a visual impairment so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life.
3. Give assistance to pupils with SEND needs so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support the Teacher in Planning, Delivery and Evaluation of Lessons

- 1.1 Work in partnership with teachers in the planning of lessons including the adaptations of materials and support SEND and/or visually impaired pupils to be included and make progress.

2 Support the Delivery of Learning by:

- 2.1 Support visually impaired pupils' access to the curriculum and participation in the life of the school by providing a multi-sensory approach.
- 2.2 Provide support as agreed with the mainstream Teacher (and Teacher of the VI). This may include pre-tutoring support to ensure a pupil has the necessary knowledge and familiarity with the vocabulary and concepts used in the lesson. It may also involve post-tutoring to check understanding and reinforce key learning points.

- 2.3 Obtain/prepare and use the agreed learning resources and adapting resources and teaching materials as necessary so that the pupil is able to have full access to lessons and achieve the objectives set for them.
- 2.4 Support visually impaired pupils in following instructions using a multi-sensory approach.
- 2.5 Use praise, assistance and encouragement to motivate the pupil and to help them stay on task.
- 2.6 Support the pupil's understanding of any follow up tasks set by the teacher.

3 Support the Class Teacher in Evaluating the Visually Impaired Pupil's Learning and assess by:

- 3.1 Providing constructive feedback to the class teacher on the how the visually impaired pupil has responded to the lesson and what their next steps might be.
- 3.2 Working with the class teacher and Teacher of the VI to troubleshoot any issues that may arise.

4 Implement Individual Learning Programmes

- 4.1 Support the development and implementation of individual learning programmes for visually impaired pupils. This may include the development and delivery of the following:
 - i. Pre and post teaching of topic-specific vocabulary
 - ii. Speech, language and communication practice.
 - iii. Personal development and preparing for independence learning programmes.
 - iv. Completing weekly inclusion sessions at the local VI school.
- 4.2 Observe and report on pupils' progress towards targets in the individual learning programmes.
- 4.3 Work with the SENDCO, Teachers and Teacher of the VI to set new learning targets and formulate new learning programmes.

5 Contributing to Maintaining Pupil Records

- 5.1 Contribute to the maintenance of pupil records as agreed with the Teacher and help to maintain the record keeping system.

6 Using Technology to Support Learning

- 6.1 Support the use of specialist braille devices and other VI assistive technologies to promote pupil's learning by:
 - i. Possessing an excellent standard of computing skills.
 - ii. Supporting the Teacher of the VI to ensure any problems with equipment are dealt with as quickly as possible.
 - iii. Supporting the Teacher of the VI to make sure technology is available and functioning and promptly informing the Teacher/Technician if there are any problems.
 - iv. Checking the technology is switched on and ready for use.
 - v. Supporting the Teacher of the VI in the training of class teachers in the use of technology.
 - vi. Encouraging pupils to use the equipment independently.

- vii. Working with colleagues to ensure the classroom and its layout provides a safe learning environment.

7 Support Emotional and Social Development

- 7.1 Support positive behaviour giving praise and encouragement as appropriate to build confidence and self-esteem.
- 7.2 Provide support to enable the pupil to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
- 7.3 Encourage pupils to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
- 7.4 Encourage a positive visually impaired identity and self-advocacy of VI pupils.

8 Learning Environment

- 8.1 Work with colleagues to ensure the classroom and its layout provides a positive and safe learning environment.

9 Liaising with Parents

- 9.1 Support Teachers to discharge their responsibility in involving parents by providing information on the pupil's engagement with learning and interactions with other pupils and staff.

10 Continuing Professional Development

- 10.1 Participate in training and other learning activities to develop the competencies to effectively support visually impaired pupils and to ensure knowledge and skills are kept up to date.

11 Other Responsibilities

- 11.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 11.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 11.3 Contribute to the wider life of the Trust and the Star community.
- 11.4 Carry out any such duties as may be reasonably required by the Principal and Trust.

12 Records Management

- 12.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	Holding or working towards an NVQ level 3, BTEC level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools.	E	✓	
2.	An accredited Braille qualification (Grade 1 and 2).	D	✓	
3.	Meet HLTA standards or equivalent qualification or experience.	E	✓	
4.	Minimum Grade 5 GCSEs English and Maths.	E	✓	
EXPERIENCE				
5.	At least 2 years' experience of working within an primary or secondary school setting.	D	✓	✓
6.	Experience of working with visually impaired pupils.	D	✓	✓
7.	Experience of working with children with SEND needs.	E	✓	✓
8.	Experience of working with other professional agencies.	E	✓	✓
9.	Experience of the Upper Key Stage 2 curriculum.	D	✓	✓
10.	Experience of supporting children in social, emotional and welfare needs.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information, and to encourage and support ICT during learning activities, feeding back on pupils' progress and response.	E	✓	✓
12.	Ability to provide effective support during learning activities through use of appropriate strategies to motivate and challenge pupils.	E	✓	✓
13.	Ability to support pupils whilst harbouring their independence.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
14.	Ability to communicate and interact effectively with pupils, staff and parents.	E	✓	✓
15.	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support.	E	✓	✓
16.	Ability to understand and contribute to educational programmes.	E	✓	✓
17.	Ability to deal with emotional and behavioural needs.	E	✓	✓
18.	Understand the importance and value of planning and evaluation of learning activities.	E	✓	✓
19.	Create resources to be used to develop adaptive literacy and numeracy skills.	E	✓	✓
20.	Knowledge and understanding of the specific issues surrounding a VI young person's social, emotional and mental health.	E	✓	✓
21.	Knowledge and understanding of how VI children and young people learn effectively.	E	✓	✓
22.	Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities.	E	✓	✓
PERSONAL QUALITIES				
23.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
24.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
25.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
26.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
27.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
28.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
29.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓