



POST TITLE: Inclusion Assistant for Visually Impaired Student	GRADE: 4 - 5
RESPONSIBLE TO: SENCO	

Responsible for: No other staff

Key Contacts:

- Named student with Vision Impairment (hereafter referred to as 'the student')
- Student's parents
- SENCO
- Student Support team
- Student's tutor, teachers, Head of House and any other relevant school staff
- IT Support Department
- School Site Team
- Staff from the Bristol Sensory Support service including Qualified Teachers of the Visually Impaired (QTVIs) and Specialist teaching Assistants (STAs)
- Mobility & Habilitation Specialist

Purpose of role:

The postholder will work as a member of Clevedon School Student Support Department which supports students with a range of Special Educational Needs and Disabilities to access, achieve and enjoy education and school life.

The role is to act as keyworker for a student with significant visual impairment by working in partnership with the student, their parents, school staff and other professionals.

You will work with the student directly and indirectly to support their learning, communication, social, emotional, mental health and independence ensuring they are fully included, safe, happy and reach their potential in all areas of development.

You will be required to work closely with the Sensory Support Service to become the school's 'expert' in sensory impairment. It is essential that you be committed to developing your own knowledge and practice through continuing professional development to ensure you have the competencies needed to effectively support a student with vision impairment - this will involve specialist skills such as Braille (training will be given).

Principle Accountabilities:

Build relationships - collate and share information effectively

- Act as champion for the child - ensuring their voice is heard and informs all planning and practice.
- Foster a positive relationship with the child's family, communicating regularly.
- Develop a good understanding of the student's EHCP – their strength, needs, outcomes and provision.
- Work with all parties to devise an ongoing 'Support Plan' to inform and advise teachers about the student.
- Be the key point of contact and source of information about the student.

- Build positive relationships with all – raising awareness of the student’s strengths and needs and helping staff understand their responsibilities in terms of health and safety, equality and inclusion.
- Provide constructive feedback to teachers about how the student responds to lessons/activities
- Contribute to the ongoing ‘Assess-Plan-Do-Review’ process and EHCP Annual Review process.
- Monitor progress towards outcomes and maintain accurate records.

Health, safety and the environment (with support from relevant parties)

- Work collaboratively with staff to ensure classrooms provide good learning environments (e.g. lighting, layout and auditory factors)
- Advise staff about the accessibility of learning activities and adaptations that can be made.
- Monitor changes to the school environment that may be hazardous and proactively take steps to minimise risk.
- Provide/ensure appropriate supervision for the student at break and lunch time, before/after school and between lessons as needed.
- Complete risk assessments for trips, visits or extra-curricular activities as needed.

Planning and preparation

- Work proactively in partnership with teachers to ensure all materials, adaptations and support are planned in advance.
- Prepare and adapt resources so that the student is able to access lessons and achieve learning outcomes independently (as far as possible).
- Plan pre-tutoring to ensure the student has the necessary knowledge, familiarity with resources, skills and concepts to be used in lessons and post-tutoring to check understanding and reinforce key learning points.
- Develop skills and become fluent in the use of Braille (initially to include UEB Literacy Modules 1–31 and Maths Introductory and Advanced levels).
- Advise and train other support staff as appropriate so they feel confident in working with the student and over-reliance on one member of staff is avoided.
- Work closely with IT Support and QTVI to maximise the use of technology, (including specialist equipment, optical aids, software etc) so that the student can be as independent as possible. Check equipment is maintained and functioning properly and take steps to ensure any problems are dealt with swiftly.
- Train the student, other support staff and teachers in the use of technology/specialist equipment as needed (with support from QTVI)
- Ensure the specialist work room/learning environment is welcoming, well organised and equipment and resources are well maintained.

In the classroom

- Provide direct support in class as agreed by subject teacher and QTVI, whilst still encouraging/enabling the as much independence as possible.
- Work collaboratively with the teacher using a team-teaching approach to provide support/supervision for the whole class (where appropriate) so the teacher can spend quality time with the student.
- Provide/ensure appropriate supervision for the student in practical activities – especially where safety is a consideration.
- Promote peer awareness and understanding of visual impairment.
- Support groupwork sensitively to encourage positive social interaction and foster friendships

Personalised Programmes out of the classroom (with support for relevant professionals)

- Work collaboratively to develop, plan and deliver individual learning programmes (e.g. Braille, mobility, concept formation, language and literacy, ICT skills, social and emotional development etc).
- Provide feedback to relevant colleagues about the student's progress towards targets/outcomes and the programme's effectiveness.

Data Protection and Safeguarding

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

General

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order.

<https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

Person Specification - [position]	Essential (E) or Desirable (D)
Education/Qualifications	
Sound Level of Secondary Education	E
Teaching Assistant Qualification or working towards NVQ/VRQ Teaching Assistant Qualification	D
A Levels / Degree or equivalent	D
Experience	
Experience of supporting children/young people in a work place or voluntary capacity	D
Recent experience of working in a school as a Learning Support Assistant or similar relevant child-focused role	D
Behaviours	
Operates with integrity	E
Committed to continuous professional development	E
Committed to a team collaborative approach	E
Able to motivate and build rapport with learners whilst encouraging independence	E
Committed to safeguarding children, with basic knowledge of child protection procedures	E
Working knowledge of: <ul style="list-style-type: none"> • Child Protection Procedures • SEND Code of Practice • Equality and Disability Act 	D
Skills	
Energy and Enthusiasm	E
Flexible approach to work	E
Positive & Reliable	E
Ability to carry out tasks given quickly and competently	E
Excellent written and verbal communication skills.	E
Competent in use of standard programmes such as Word, Excel & PowerPoint	E
Familiarity with Office 365, Teams, and educational support packages eg SIMS	D
Self-motivated & pro-active, but able to take direction	E
Able to build warm and positive relationships with students, their families and teaching/support staff	E
Able to work flexibly within a team and motivate students	E