



Support Staff Job Description

Name:	Vacancy	Post:	Teaching Assistant (Learning Support Assistant - Supporting Pupils with a Visual Impairment)
At Durham Johnston Comprehensive School everyone's first responsibility is to work towards fulfilment of the school plan. While job descriptions vary, our common commitment to the welfare and success of our young people does not. Generic and specific duties are itemised below.			
Reporting to:	SENCo, Director of Resources, Headteacher		
Responsible for:	The smooth functioning of Durham Johnston and the provision of a full, successful and supported learning experience for students.		
Liaising with:	SENCo, Director of Resources, Headteacher		
Contract:	Fixed Term 1 Year Contract – subject to funding with possible extension 37 Hours per week Term time only (38 weeks) plus 2 weeks		
Working Time:	Mon – Thurs 8.00am – 4.00pm Fri 8.00am – 3.30pm (includes 30 mins lunch UNPAID)		
Grade:	JE Unique Reference No: N9673 Grade 3 (SCP 4 - 6)	Actual Salary:	£19,264 - £20,043 <i>PRO RATA</i>
Disclosure level	DBS Enhanced		
GENERIC DUTIES <ul style="list-style-type: none"> • To promote the aims of the school plan. • To promote the smooth and effective functioning of Durham Johnston. • To participate in appropriate meetings. • To celebrate and encourage the achievements of the students. • To promote good order and discipline in school. • To liaise with colleagues where appropriate. • To take part in in-service training and performance management. • To promote a pleasant learning environment in school. • To follow the procedures and instructions of the LA and the Governing Body. • To work at the reasonable direction of the Headteacher. • Undertake training in First Aid. 			
This job description is current at May 2022, but following consultation with you, may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. All posts will be reviewed annually.			
Signed :		Date:	

Key Tasks

JOB PURPOSE

To work with teachers to support the learning, educational progress, and inclusion of pupil/s with a visual impairment, with the aim of narrowing any attainment gap they have with their fully sighted peers on entry to school.

Give assistance to pupil/s 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.

MAIN RESPONSIBILITIES

1. Work in partnership with the teacher in the planning of lessons including the adaptations, materials and direct support that a pupil with vision impairment will need to be included and make progress.
2. Support the delivery of learning by:
 - Providing direct support as agreed with the teacher. This may include pre-tutoring support to ensure the pupil has the necessary knowledge and familiarity with the resources, skills and concepts to be used in the lesson. It may also involve post-tutoring to check understanding and reinforce key learning points.
 - Adapting resources and teaching materials as necessary so that the pupil can access the key points of a lesson and achieve the objectives set for him or her, as far as possible independently.
 - Developing skills in the use of specialist formats (e.g. Braille) as appropriate.
 - Supporting the pupil in participating in class teaching activities including PE, providing support to groups as appropriate to encourage independence and social interaction.
 - Using praise, assistance and encouragement to motivate the pupil and to help them stay on task.
 - Supporting the pupils understanding of any follow up tasks set by the teacher.
 - Taking lesson notes from the board, where required, to support the VI pupils understanding and inclusion.
 - Overseeing the VI pupils work in practical activities where safety is a consideration.
 - Undertake training as required to develop necessary expertise in the particular health needs of an individual child.
3. Support the teacher in evaluating the VI pupils' learning and access by:
 - Providing constructive feedback to the teacher on the how the VI pupil has responded to the lesson.
 - Discussing with the teacher any difficulties experienced in providing the support to pupil needed.
 - Providing information on how well the pupil is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult.
4. Support the development and implementation of individual learning programmes focused on delivering priority learning targets for the pupil. (These might include work in the areas of functional vision, concept formation, language and literacy skills including handwriting, braille and touch-typing, personal, social and emotional development as required). This will be achieved by:
 - Working with the SENCO, teacher, and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
 - Reinforce mobility and independence skills under the guidance of the pupils Habilitation Specialist.
 - Providing feedback to relevant colleagues about the pupils progress towards targets and the effectiveness of the programme in securing this and the pupils engagement.

5. Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.
6. Support the use of technology and optical aids to promote the pupil's learning by:
 - Checking that any equipment used by the pupil is functioning properly.
 - Developing skill in the use of specialist equipment used by a VI pupil, including software applications.
 - Taking steps to ensure any problems with equipment are dealt with as quickly as possible.
 - Promptly informing the teacher if there are any problems.
 - Supporting the pupil and staff in the use of technology and encouraging the pupil to use the equipment independently.
7. Support pupils' social and emotional development by:
 - Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
 - Providing support to enable the pupil to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
 - Encouraging the pupil to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
 - Observing how the pupil expresses their feelings and emotions and relate to others and feedback to the teacher and/or SENCO, recording any findings accurately.
 - Delivering programmes designed by specialists to support this area as appropriate.
 - Encouraging other pupils to develop an understanding of the needs and skills of a VI pupil.
8. Working with colleagues to ensure the classroom provides a good learning environment for a VI pupil, paying particular attention to lighting, layout and auditory factors.
9. Support teaching staff and the SENCO in providing information on the pupils engagement with learning and interactions with other pupils and helping to maintain home-school liaison records.
10. Participate in training and other learning activities to develop the competencies to effectively support the VI pupil and to ensure knowledge and skills are kept up to date.
11. To support other students within school, as directed by SENCO.

Person Specification – Teaching Assistant (Learning Support Assistant - Supporting Pupils with a Visual Impairment) Grade 3 SCP 4-6

	Essential	Desirable	Method of Assessment
Qualification	<ul style="list-style-type: none"> Minimum 4 GCSE (Grade 4 - 9) including English and Maths or equivalent qualifications 	<ul style="list-style-type: none"> Relevant qualification / training, e.g. NVQ Level 2/3 Support Teaching and Learning in schools Braille awareness / qualification or willingness to undertake training 	Application, Selection Process, Pre-employment checks
Experience	<ul style="list-style-type: none"> Experience of working with or supporting learners, including those with Special Educational Needs 	<ul style="list-style-type: none"> Experience of working with VI pupils 	Application, Selection Process, Pre-employment checks
Skills / Knowledge	<ul style="list-style-type: none"> Ability to build a rapport with learners, including those with Special Educational Needs Ability of work flexibly as part of a team Good organisational skills Good communication skills Willingness to learn Braille skills Excellent ICT skills 	<ul style="list-style-type: none"> Knowledge of VI issues Ability to take on responsibility Ability of understand child development and the implications of visual impairment 	Application, Selection Process, Pre-employment checks
Personal Attributes	<ul style="list-style-type: none"> A commitment and understanding of safeguarding issues Sensitivity to pupils needs Ability to remain calm in challenging and unpredictable situations Enthusiastic and self-motivated Willingness to undertake relevant training as required 		Application, Selection Process, Pre-employment checks