



Woking High School
Inspire, Challenge, Achieve



Teaching Assistant – Vision Impairment
Application Pack
Spring 2025



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For further information or to arrange a visit, please contact:

✉ recruitment@wokinghigh.surrey.sch.uk

☎ 01483 888 447

Teaching Assistant – Vision Impairment

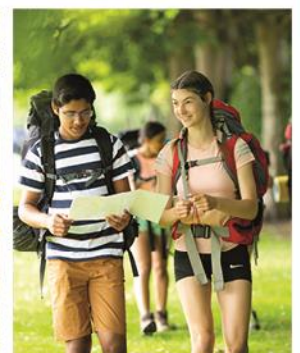
Pay	Grade S5 - Actual for 35 hours £21,007 - £23,378 (Full-Time Equivalent £25,777 - £28,686) 8.15am – 3.45pm, Monday to Friday
Contract type	Fixed Term for 1-year
Start date	ASAP
Reporting to	Head of VI Specialist Resource Provision
Closing date	Monday 20 th January at 10am

Job Profile

We are seeking to appoint a Special Educational Needs Teaching Assistant to support students with vision impairment. Previous experience working with students with vision impairment would be an advantage, but by no means essential. Experience of working with students with ASD or ADHD would be an advantage but not essential. Knowledge and experience of using Microsoft Word is essential and other IT experience would be beneficial, although training will be given. The successful applicant will be joining an established team of TAs and will be provided with induction training and support. Whilst the role is ideally full time, we also welcome applications from candidates who would be interested in part time working. If you are applying for employment on a part time basis please make this clear on your application and specify the number of mornings, afternoons or full days you could work (minimum 50% of a full week).

Students with a Vision Impairment at Woking High School

Within Surrey there are Specialist Centres in two primary schools and two secondary schools that provide specialist support for students who have an Education, Health and Care Plan (EHCP) due to their vision impairment. This support allows them to be educated in mainstream provision alongside their fully sighted peers. Currently the department supports 9 students – the majority registered blind.





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Staffing

The Head of the Specialist Resource Provision for Students with Visual Impairment is supported by 9 teaching assistants. The Head of Centre has gained the mandatory qualification for teaching students with vision impairment (QTVI). Teaching assistants receive specialist training and have a working knowledge of Braille, all TAs are expected to complete the online course to learn literary and mathematical Braille.

Accommodation

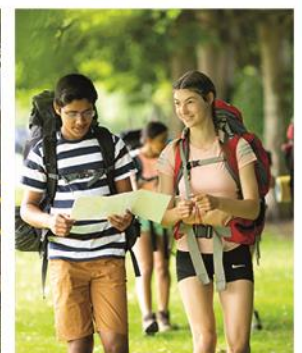
The department is well resourced in a new bespoke building. There is a suite of rooms including small group intervention classrooms, a life skills room including kitchen and fitness equipment, and a work preparation area where Braille, tactile diagrams and large print resources are produced.

A range of specialist equipment exists in the department and also in subject departments in the school - large print and Braille books and diagrams, specialist technology, talking calculators, tactile globes, tactile shapes and models. These enable students to access the curriculum.

Outline of the Department's Work

Teachers and Teaching Assistants in the department provide:

- In-class support for a student - especially in practical subjects or in subjects such as Maths and Geography.
- 1:1 lessons when the specialist curriculum is taught – Braille, listening skills, specialist IT skills, social skills.
- Preparation of modified work in large print and Braille – both text and diagrams.
- Liaison with subject teachers and Heads of Department.
- Support for students before and after school, at break and lunchtimes.
- In service training.
- Raising awareness of visual impairment issues.
- Liaison with parents and professionals.
- Provision maps and Annual Reviews.





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Teaching Assistants are mainly involved in in-class support, supervision at taxi point, supervision during breaks and lunchtimes and the preparation of modified work, which involves liaison with teaching staff.

The department works as a team and visitors frequently comment on the friendly yet supportive atmosphere.

Visits to the department are welcome and are the best way to gain a true insight into working with such a unique set of students.

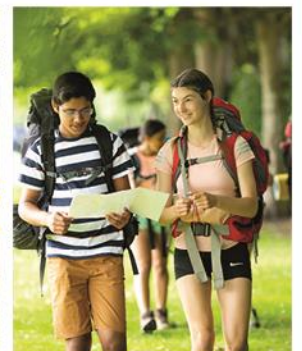
Purpose

To ensure that all students receive an excellent education, which provides them with the knowledge, subject specific skills and core values needed to successfully access the wider world, become independent, informed thinkers, and well-rounded citizens.

To champion our core values: personal responsibility, excellence, kindness, resilience, engagement and inclusion with students to ensure they develop the characteristics of a Woking High School student.

Whole School Responsibilities

- Ensure that the responsibilities of the role are carried out in a way which reflects the mission and values of Woking High School.
- Establish and promote productive relationships with staff, students, parents/carers and governors, acting as a role model and setting high expectations.
- Play an active role in developing and implementing a vision for your area of responsibility in line with the mission and core values of the school.
- Be aware of and observe all policies, procedures, working practices and regulations.
- Uphold our commitment to safeguarding and to promote the wellbeing of children.
- Contribute to a culture of continuous improvement.
- Comply with all reasonable management requests.





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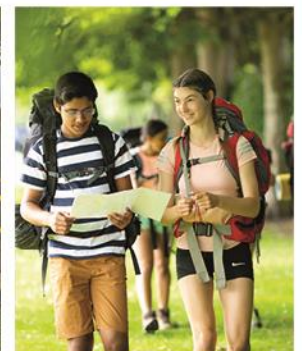
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Key Responsibilities

- Support named or groups of students with a vision impairment by assisting the class teacher to provide for their needs.
- Develop and use specialist skills in supporting students with a vision impairment in the school environment.
- Commit to completing Braille qualification within the first year of employment.
- Use IT skills to prepare modified learning resource materials.
- Use routine supervision and care skills to support students.
- Support named students with medical needs (training provided).
- Monitor and evaluate student progress.
- Work with students according to their provision map and keep records of their progress by keeping lesson support sheets up to date.
- Work as part of a team to support the identified needs of individual students.
- Work as part of a team to maintain appropriate standards of behaviour.
- Assist with the personal development of students to enhance learning opportunities and life skills.
- Provide support/supervision for break and lunchtime activities within the resource base or the school restaurant and at the taxi area on arrival and departure as required.
- Understand and implement school policies where applicable.
- Support students in learning outside of the classroom including educational trips and visits.

Other

- Maintain the confidential nature of information relating to the school, its students, parents and carers.
- Model professional behaviour and attitudes in and outside of the school to ensure the highest standards of appearance and conduct are met.
- Always strive to improve own knowledge and skills by partaking in whole school professional development and taking advantage of CPD opportunities on offer.
- Carry out such duties as are reasonably required by the Headteacher.





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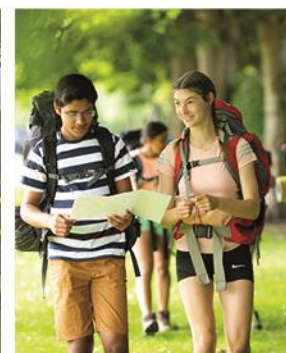
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Person Specification

	Essential	Desirable	Evidence
Qualifications and Training			
A good level of general education and relevant training (5 GCSEs or equivalent including English and Maths).	✓		A/C
NVQ or equivalent relevant to the role		✓	A/C
A Levels or degree		✓	A/C
Knowledge, Experience and Skills			
Experience of working with children (either paid or unpaid capacity), preferably with an education setting.		✓	A/R/I
Experience of working with students with SEND needs		✓	A/R/I
Experience of working in a secondary school		✓	A/R/I
Evidence of specialism in specific curriculum areas or particular learning difficulty.		✓	A/R/I
Good IT skills including Word and Excel. Able to confidently adapt teaching resources for VI students.	✓		A/I
Excellent communication skills, both written and verbal.	✓		A/R/I
Excellent time management, organisational skills with the ability to prioritise and meet deadlines. Able to work under pressure when required.	✓		A/I
Evidence of continuous professional development		✓	A/I/C
Willingness to undertake additional training, to include learning braille	✓		A/I
First aid qualification		✓	A/I/C
Understanding of safeguarding in schools		✓	A/R/I
Ability to work independently and as part of a team and to make a positive contribution to the team's effectiveness.	✓		A/R/I





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Person Specification Continued

Personal Qualities			
Effective oral and written communication skills. Able to effectively communicate with students and colleagues at all levels. Professional manner at all times.	✓		A/R/I
Calm, patient and kind. Empathy with young people facing barriers to their learning.	✓		A/R/I
Initiative and flexibility – ability to cope with the unexpected	✓		A/R/I
Evidence of the highest levels of personal and professional integrity	✓		A/R/I
Good record of attendance	✓		A/R
Co-operative spirit/flexible/can do attitude	✓		A/R/I
Fully engage in development and training opportunities.	✓		A/R/I
Ability to deal with sensitive information in a confidential manner.	✓		A/R/I
Ability to adhere policies, procedures and relevant legislation relating to child protection, health and safety, security, confidentiality, data protection and equal opportunities.	✓		A/R/I

Key: A = Application, I = Interview and Assessment, R = Reference, C = Certificate

Woking High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As part of the requirements of KCSIE, all roles are subject to online checks including Social Media. These are carried out by a 3rd party – <https://www.sp-index.com/>.

By applying for this role, you agree to these checks being carried out and your data being processed by SP-Index.

The successful candidate will be required to undertake an enhanced DBS check.

Woking High School is committed to providing all staff with continued professional development to support and develop them in their careers.

