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| **JOB DESCRIPTION** | | |
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| |  |  | | --- | --- | | **Position Details** | | | Position Title: Specialist Vision Impairment Teaching Assistant – Welsh medium  Full time – Permanent | | | Grade: 6 | | | Section: Education – Pupil Support (ALN) | Service Area: Sensory and Communication Support Service | | Responsible To: Head of Vision Impairment Service | Responsible For: N/A | |  | | | Job Evaluation ID | Date Issued: January 2024 | | |
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| **Job Purpose** | |
| The bilingual specialist teaching and learning assistant’s duties will include planning, preparing and delivering learning activities, in which monitoring, and assessment, recording and reporting are key features. Supporting an inclusive ethos for all learners in which educational progress, attainment and expectations are in line with their age and ability profiles is key to this role. This position is to primarily support Qualified Teachers of Vision Impaired (QTVI) and Habilitation Specialists in the delivery of support for access to learning and learning to access education, independent living skills and early mobility and orientation skills with children and young people with vision impairment.  The specialist teaching and learning assistant ensures children and young people develop appropriate skills in the use of specialist equipment and resources and supports the use of digital technology in learning activities.  The specialist teaching and learning assistant supports learners’ development within agreed work programmes (Braille/print) with a key focus on literacy, numeracy and well-being. Progress within target areas is closely monitored and evaluated in order to provide objective and accurate feedback to teachers. Working through the media of Welsh and English is essential, including the need to learn braille literary codes in English and Welsh.  The specialist teaching and learning assistant prepares, plans and manages specific activities/teaching programmes and ensures the learner develops increased confidence and independence within the school setting, home and the wider community. | |

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| **Principal Accountabilities and Responsibilities** |
| *Supporting Learner Outcomes* The post holder will   * Work within the monitor, challenge, support and intervene agenda to assist schools to develop their capacity to support learners with vision impairment. * Assist in setting clear learning objectives and enabling learners to achieve optimum curriculum and skills access by delivering/utilising the strategies and resources outlined in the vision impairment profile and Habilitation intervention plans. * Ensure that robust planning allows learners to have appropriate equipment and that adapted tactile /auditory / modified large print resources are in place to improve and enable independent access to the curriculum and assessment materials, bilingually. * Work closely with others to achieve a full and shared understanding of the needs of learners with vision impairment. * Support individual children and young people *to practise* their skills and strategies: this may be inside and/or outside of school or other educational settings. * Contribute to the monitoring of progress under the direction of a QTVI or Habilitation Specialist. * Liaise with QTVIs and habilitation specialist team to promote health and hygiene development of learners. * Support the use of digital technology in order that equipment used by learners increases their independent learning and maximises opportunities for remote support and access to learning. * Organise and manage appropriate learning environments and resources. * Ensure full access to activities that encourage social development. * Work within specific individual school programmes (e.g. behaviour management) to ensure consistency of approach. * Ensure learners develop the knowledge, skills and self-esteem for self-advocacy and be able to identify and manage risks and situations in which they find themselves. * Support colleagues in relation to access issues. * Maintain effective home links. * Use digital means to deliver support for learners, their families, and schools, via Microsoft Teams. * Ensure continuity of support, assisting learners to make successful transitions between phases and into further education/work placements. * Work collaboratively with others to support the learner’s continued engagement in lifelong learning. * Promote the learner’s equality, diversity, rights, and responsibilities. * Cover for absent colleagues as and when necessary |
| *Learner Assessment*  The post holder will:   * Work with QTVIs and habilitation specialists to assist observational assessments of learners across all settings. * Systematically record progress and achievement in lessons/activities and provide evidence of the range and level of progress and attainment. * Assist QTVIs and habilitation specialists to set realistic and challenging targets for achievement within programmes. * Understand the data that informs learning and its use as a measure to demonstrate improved learner outcomes. * Review assessment outcomes with the learner, school, and parents * Work collaboratively with other agencies to determine the components of the one-page profile**.** * Maintain accurate records of progress using an electronic caseload management system.   *Health and Safety*  The post holder will:   * Operate within agreed legal and ethical boundaries when working with learners with vision impairment having due regard to the Code of Practice on the identification and assessment of additional learning needs, the implications of the Equality Act 2010 and child protection procedures. * Be aware of and respond appropriately to any health and safety issues raised within school environments.   *Professional Practice*  The post holder will:   * Keep up to date with development issues. * Ensure own professional competence supports a continuum of learning in line with new initiatives including the use of blended learning and digital access technology. * Prioritise and manage time effectively. * Operate at all times within stated policies and practices of the Service, including Child Protection to promote and safeguard the welfare of learners. |

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| **Resources/Equipment/Material** |
| The post holder will:   * Manage and organise learning resources matched to learners’ needs. * Support the use of resources which enhance access to information and for recording purposes and those relating to digital technology applications. * Have a laptop and mobile phone for professional use. |
| **Supervision/Management of People** |
| * The post holder does not have line management responsibility. |

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| **Knowledge, Skills, Training and Experience** |
| Knowledge   * Understanding of vision impairment (VI) and its implications on development * Knowledge of strategies that would successfully support learners with VI * Specific knowledge of low vision aids and their use in the classroom and outdoor environments * Recent and relevant knowledge of access to learning with technology * A secure knowledge of current pedagogy * Full working knowledge of relevant policies /codes of practice /legislation * Good understanding of child development and learning processes * Understanding of statutory frameworks relating to teaching   Skills   * Excellent interpersonal skills including the ability to respond flexibly, sensitively and positively to others * ICT skills relating to classroom practice, blended learning and VI * Effective communication skills – written, verbal and listening * The ability to work autonomously and as part of a team * Ability to assist in training and awareness-raising to groups and individuals * The ability to recognise when to seek advice * Successful experience of preparing and working with alternative formats for learners with VI * Ability to contribute to the evaluation of effective service delivery   Training   * NNEB; BTEC, NVQ or similar in areas of child development * Braille Qualification / willingness to work towards a Braille qualification * Numeracy and literacy skills –equivalent to NVQ level 2   Experience   * Experience of working with children and young people with vision impairment in a variety of settings. * Experience of working to agreed standards |

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| **Special Working Conditions** |
| The working environment is variable and dependent on the needs of the learner. Programmes are delivered in person within the school setting, the home or at the pre-school group held at the SenCom Centre or online via Microsoft Teams. Learners are provided with a continuum of experiences, which focus on their individual education plans |

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| **General** |
| * To observe confidentiality in all aspects of work. * To participate in the service area’s supervision process and/or Corporate Appraisal process. * To demonstrate a willingness to undertake training development and learning opportunities to improve skills. * Comply with and support others to observe Health and Safety Act 2009 procedures and processes. * To adhere to the terms of the Alternative Working Strategy should the post be eligible. * To work within the Councils’ policy and procedures in respect of equal opportunity, anti-discriminatory and anti-oppressive practices. * To adhere to Data Protection principles whilst undertaking your duties and report data breaches to the data protection team at [dpa@torfaen.gov.uk](mailto:dpa@torfaen.gov.uk) * You are responsible for undertaking your duties in a manner which safeguards and promotes the welfare of children, young people and adults at risk. You must bring issues of concern regarding the safety and welfare of children, young people and adults at risk to the attention of the Designated Officer in your Service. You must raise any concern or allegation of abuse and neglect without delay. * To accept that this job description may be periodically subject to review. * To undertake any other duties and/or times of work as may be reasonably required of you, commensurate with your grade or general level of responsibility within the organisation, at your place of work or based in any other establishment. |



**PERSON SPECIFICATION**

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| Position Title: Specialist Vision Impairment Teaching Assistant – Welsh medium  Full time - permanent | Date: January 2024 |
| For office use only | |
| Shortlisted By: | |
| Name of Candidate: | Date: |

**Please note you will need to meet the essential criterion to be invited for interview.**

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| **Requirements** | **Selection Method** | | |
| **Essential or Desirable** | **Score** | **Tested at Interview and/or Application Form** |
| **Education/Qualifications/Knowledge** | | | |
| 1.1 NNEB; BTEC, NVQ or similar in areas of child development | **E** |  | **Application Form** |
| 1.2 Braille Qualification / willingness to work towards a Braille qualification | **E** |  | **Application Form** |
| 1.3 Numeracy and literacy skills –equivalent to NVQ level 2 | **E** |  | **Application Form** |
| 1.4 Intervenor Accreditation (Sense) | **D** |  | **Application Form** |
| 1.5 Understanding of VI and its implications on development | **E** |  | **Interview and/or Application Form** |
| 1.6 Knowledge of strategies that would successfully support learners with VI | **E** |  | **Interview and/or Application Form** |
| 1.7 Specific knowledge of low vision aids and their use in the classroom and outdoor environments | **D** |  | **Interview and/or Application Form** |
| 1.8 Recent and relevant knowledge of technology and its use in teaching and learning, including blended learning. | **E** |  | **Interview and/or Application Form** |
| 1.9 A secure knowledge of current pedagogy | **E** |  | **Interview and/or Application Form** |
| 1.10 Full working knowledge of relevant policies /codes of practice /legislation | **E** |  | **Interview and/or Application Form** |
| 1.11 Good understanding of child development and learning processes | **E** |  | **Interview and/or Application Form** |
| 1.12 Understanding of statutory frameworks relating to teaching | **E** |  | **Interview and/or Application Form** |
| 1.13 Knowledge of vision conditions and the effect on visual capabilities | **D** |  | **Interview and/or Application Form** |
| 1.14 Knowledge of supporting learners with sensory impairment in accessing the curriculum | **D** |  | **Interview and/or Application Form** |
| **Experience** | | | |
| 2.1 Experience of working with children and young people with vision impairment in a variety of settings. | **E** |  | **Interview and/or Application Form** |
| 2.2 Experience of working to agreed standards | **E** |  | **Interview and/or Application Form** |
| 2.3 Experience in working with learners with ALN | **D** |  | **Interview and/or Application Form** |
| 2.4 Experience in working with learners with hearing impairment | **D** |  | **Interview and/or Application Form** |
| 2.5 Experience of working with learners across the age and ability range | **D** |  | **Interview and/or Application Form** |
| **Skills and Abilities** | | | |
| 3.1 ICT skills relating to classroom practice, blended learning and VI | **E** |  | **Interview and/or Application Form** |
| 3.2 Ability to assist in training and awareness-raising to groups and individuals | **E** |  | **Interview and/or Application Form** |
| 3.3 The ability to recognise when to seek advice | **E** |  | **Interview and/or Application Form** |
| 3.4 Successful experience of preparing and working with alternative formats for learners with VI | **E** |  | **Interview and/or Application Form** |
| 3.5 Ability to contribute to the evaluation of effective service delivery | **E** |  | **Interview and/or Application Form** |
| 3.6 Effective time management | **E** |  | **Interview and/or Application Form** |
| 3.7 Prioritisation of tasks | **E** |  | **Interview and/or Application Form** |
| 3.8 Welsh Language Skills | **E** |  | **Interview and/or Application Form** |
| **Personal Attributes** | | | |
| 4.1 Excellent interpersonal skills including the ability to respond flexibly, sensitively and positively to others | **E** |  | **Interview and/or Application Form** |
| 4.2 Effective communication skills – written, verbal and listening | **E** |  | **Interview and/or Application Form** |
| 4.3 The ability to work autonomously and as part of a team | **E** |  | **Interview and/or Application Form** |
| **Circumstances** | | | |
| 5.1 Ability to travel around the five county boroughs | **E** |  | **Interview and/or Application Form** |
| 5.2 Satisfactory Enhanced DBS will be required to undertake role | **E** |  | **Interview and/or Application Form** |
| 5.3 Ability to travel in a timely manner to meet the requirements of the post | **E** |  | **Interview and/or Application Form** |
| **Total Short Listing Score** | |  |

Score key: 0 = Not Met Criteria 1 = Fully Met Criteria