

TEACHING ASSISTANT WITH RESPONSIBILITY FOR A PUPIL WITH VISION IMPAIRMENT

Key Objectives of Post:

- To take responsibility for the support of a pupil with a severe visual impairment to enable full access to the curriculum and other aspects of school life.
- To monitor, assess, record and report on the achievement, progress and development of the named pupil.
- To provide advice and information to parents to support their child's learning

Immediately Responsible for:

The support of a pupil with a severe visual impairment, working with other staff at school and in collaboration with the Qualified Teacher of the Visually Impaired. (QTVI)

Duties/Responsibilities:

In this role you will be expected to provide guidance on the management of the named pupil. This may include advice on specialist ICT resources, specialist equipment, special considerations for examinations and the production of adaptations to enable the pupil with a visual impairment gain full access to the curriculum. You will establish productive working relationships with named pupil; acting as a role model and setting high expectations.

SUPPORT FOR THE NAMED PUPIL AND FAMILY

1. Assess the needs of the pupil and use detailed knowledge and specialist skills to support pupil learning;
2. Plan, prepare and modify a variety of educational materials to meet the individual needs of the pupil;
3. Work with the pupil in a range of learning environments, within the classroom, in groups or 1:1 as appropriate;
4. Deliver specified learning activities for the named pupil as appropriate and record and monitor progress;
5. Promote the pupil's independence and self-advocacy; employing strategies to recognise and reward achievement of self-reliance. Promote the development of social skills and positive self-esteem;
6. Support the named pupil to develop an age and ability appropriate understanding of their eye condition and their preferred management strategies.
7. Provide information, guidance and support on visual impairment to the named pupil's family.
8. Encourage the pupil to interact and work cooperatively with others and engage in specified activities.
9. Provide feedback to the pupil in relation to progress and achievement;
10. Support the role of parents in their child's learning and to contribute to meetings with parents relating to the child's progress, achievement and transition;

11. Advise the family on appropriate specialist equipment/resources and strategies and where necessary, provide training;
12. Promote inclusion and the acceptance. Raise the general awareness and understanding of the impact of a vision impairment.
13. Plan and deliver the specialist curriculum (which might include use of low vision aids, specialist technology and Braille) in conjunction with the QTVI
14. Support the development of mobility and independence skills in collaboration with the QTVI and the Specialist Habilitation Worker.

SUPPORT FOR TEACHING STAFF

In this post you should work on a collaborative basis with teachers and other school staff in ensuring the development of appropriate support and resources.

1. Within an agreed system of supervision, assist staff in school to plan and deliver appropriate educational programmes for the named pupil;
2. Support teachers in the production of resources for lessons as appropriate to the named pupil;
3. Advise on the appropriate deployment and use of specialist aids, resources and equipment;
4. Provide objective, accurate feedback and reports on the pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence as required;
5. Work within the school's established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence;
6. Work with school staff to establish appropriate examination considerations for named pupil and where applicable support access to examination/assessment.
7. Work collaboratively with specialist visual impairment professionals (QTVI and Habilitation Worker) to assess, monitor and plan to support the pupil.
8. Provide advice for other staff to raise awareness of the implications of a visual impairment.
9. Be willing to continue to update personal skills and knowledge relating to the education of a child with a severe visual impairment, by attending relevant courses and meetings and undertaking reading and personal research.