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|  | **POST TITLE:** | Temporary Learning Support Assistant supporting children with a visual impairment. Temporary - funding is for 1 year only. |
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1. **DUTIES AND RESPONSIBILITIES *SPECIFIC* TO THIS POST:**

Listed below are the responsibilities this role will be primarily responsible for:

**Key Functions**

Under the direction of the Qualified Teacher for Children with a Visual Impairment:

1. Support children/ young people with visual impairment. This will be across age phases and may include very young visually impaired children. This includes:
2. working on developmental programmes with individual children
3. working on activities to help develop maximum use of vision
4. introducing word processing skills and develop competency with ICT skills, including touch typing
5. Braille reading and translation where appropriate
6. preparing and adapting learning materials and resources, including support for tactile methods of learning
7. enabling children to use specialist resources effectively
8. encouraging the child to participate actively during group activities
9. ensuring the child's safety during school trips, near traffic, during practical lessons and PE
10. providing concrete experiences and verbal explanations to support the class teacher's visual clues and class demonstrations to ensure that all objects and illustrations are shown to the child individually
11. ensuring that the child is sitting in the correct position during story, assemblies, class demonstrations etc
12. enhancing the child's awareness of the environment, for example wall displays, changes to the layout etc
13. preparing the child with new concepts prior to meeting them in the classroom so that more meaningful classroom interaction can take place
14. reinforcing any curriculum areas where difficulties have been identified
15. Assist with the recording, monitoring and evaluation of pupil progress; particularly in relation to overcoming the barriers to learning imposed by the visual loss
16. Act as Key worker for the child /young person with sensory loss providing mentoring support and guidance as appropriate
17. To develop and foster positive working relationships with parents, school staff and other professionals.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by SENDCo.