

JOB DESCRIPTIONS & PERSON SPECIFICATIONS

Post Title:	Lead MSI Intervenor	
	Workplace: Hazon, Acklington	
FT position 35 Hours	Date: February 2018	Responsible to: Reporting line to General Manager with matrix management reporting to Head of Sensory Support / MSI Teacher/for technical support and direction.
<p>Job Purpose:</p> <p>To work as a lead member of the Intervenor team contributing to the effective and efficient service to a child with specific MSI/Deafblind needs in partnership with their families, Intervenor, health and social services, other educational services and voluntary organisations.</p> <p>To provide a customised, responsive and high quality service to a child who is MSI/Deafblind, supporting the development of self-esteem, building confidence, developing communication and mobility skills, and promoting independence</p> <p>Working with the Service Provision and MSI Teacher to supervise and manage the day to day working of a team of Intervenor</p>		
Resources		
Staff	Team of up to 10 MSI Intervenor	
Finance	Monitoring and balancing team expenses	
Physical	Working in a variety of settings, predominantly within the home and in the local community - experiential learning settings	
Clients	A child who is Deafblind (MSI) with associated disabilities, family, Service Provision, Sensory Support Service and volunteers	
<p>Duties and key result areas:</p> <p>To improve outcomes for a child who is Deafblind (MSI)</p> <p>1. To develop a trusting relationship with the Deafblind child</p> <p>2. To facilitate interaction, acting as the ‘eyes and ears’ - relaying verbal and non-verbal communications - and promoting engagement with others</p>		

3. To use familiar routines and checklists to promote consistent interaction and allow for choice-making within that structure
4. To support all communication as a communicative partner, using the Deafblind child's preferred mode of communication at a child-led level and pace
5. To act as a sighted guide while supporting and promoting independence
6. To support the Deafblind child through differentiating and modifying activities to encourage active participation
7. To follow and support development of the aims of the EHCP and outcomes
8. To be responsible for both the use of the calendar as a learning tool, and the oversight of visits and timetable
9. To work in consultation with the family and professional colleagues ensuring that visits are organised with clear objectives to achieve the maximum benefits relating to the child's health/emotional state and ability each day
10. To ensure that the environment is safe, accessible and conducive to learning

Key line management duties

11. To maintain accurate, current and comprehensive records of development and well-being. This includes overseeing the update of monthly progress booklets and assisting the team with record keeping
12. To ensure any specialist equipment is fully functioning and used effectively
13. To liaise effectively, on a regular daily basis, with both the family, colleagues and by arrangement with the MSI teacher and Service Provision
14. To contribute to regular weekly liaison and half termly meetings to inform the Deafblind child's personal intervention plans linked to outcomes
15. To aid development of the EHCP and associated learning programmes with the MSI teacher and in conjunction with the family and appropriate professional colleagues – to include educational and leisure activities
16. To oversee deployment of a team of Intervenorers ensuring that support is coordinated effectively
17. To manage and motivate the team ensuring that agreed standards are met whilst leading by example and acquired training is rolled out effectively
18. To be the first contact for any team issues with the support of HR
19. To maintain confidentiality of information
20. To adhere to safeguarding policies reporting all matters of concern through identified channels
21. To work in accordance with policies and practices, checklists, including Health and Safety, HR and Equal Opportunities – promoting an environment of anti-discriminatory practice and ensuring the child's right to privacy, dignity, choice and respect

Skills development and training required

22. To undertake specialist training in relation to Deafblindness/MSI
23. To develop skills and knowledge by participating in any additional relevant training
24. To self-study and develop own knowledge base consistently
25. To undertake any other duties as may be required within the scope of the post

Work Arrangements

Transport requirements:	Current driving licence with use of vehicle and the ability to meet the transport requirements of the post
Working patterns:	Must be able to work a flexible rota system which includes early mornings, evenings, weekends and holidays
	To work in a range of environments including home and the community

PERSON SPECIFICATION

Appendix 2

Post Title: Lead MSI Intervenor		
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Lead MSI Intervenor with Deafblind/MSI children/ willingness to train</p> <p>Minimum Level 3 qualifications, e.g. A Levels, Award, Certificate, Diploma (CACHE, BTEC etc), Northumberland/OCN LSA Training Level 3</p> <p>Knowledge and demonstration of child development</p>	<p>Additional relevant training/willingness to learn, for example: BSL, Braille, Objects of Reference</p> <p>Knowledge of Early Support principles</p> <p>Knowledge of the impact of Deafblindness/MSI on the developing child</p>	<p>Documentation References & application</p>
Experience		
<p>Experience of working in schools/with families/ideally in a lead/management capacity</p> <p>Experience of providing support to a child</p>	<p>Experience of how Deafblindness/MSI in children affects family dynamics</p> <p>Experience of family focused working</p> <p>Experience of engaging with a child/adult with communication difficulties</p>	<p>Application & Interview</p>
Skills and Competencies		
<p>An ability to demonstrate an excellent level of communication skills</p> <p>A high level of personal organisation and time management skills and the ability to co-ordinate the deployment of others in the team</p> <p>An excellent role model for professional self-presentation at all times</p>	<p>Active listening skills/non-professional counselling</p> <p>An ability to celebrate success, building on a framework of good practice</p> <p>Experience of guiding and supporting others</p>	<p>Application, Interview & observation</p>

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Essential	Desirable	Assess by
<p>An ability to lead and manage to support the outcomes of the child at all times</p> <p>An ability to develop and maintain effective partnerships with families and professionals</p> <p>An ability to work collaboratively within a team around the child/family actively listening to the child, family and professionals</p> <p>An ability to self-study and desire to continually learn and develop</p> <p>A reflective practitioner with an ability to monitor and evaluate own skills/practice and the skills/practice of others in the team</p> <p>An ability to respond flexibly to changing situations</p> <p>An ability to work flexibly as part of a team and to lead on developments</p> <p>Accountability for personal development and professional responsibility</p>		
	<p>Evidence of situations where they have developed ideas to benefit and enhance work situations/organisation</p> <p>Evidence of going 'the extra mile'</p>	Application & interview
Physical, mental and emotional demands		
<p>An ability to prioritise and manage work pressures including supporting those within the team</p> <p>An ability to empathise</p> <p>An excellent role model</p> <p>An ability to manage own time effectively and that of others in the team – responding quickly to need</p> <p>Reliability with commitment and determination</p>	Evidence to demonstrate the points	Application & Interview

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Essential	Desirable	Assess by
<p>An ability to cope with change and to lead others through the change process</p> <p>An ability to be available early mornings, evenings, weekends and holidays in addition to the normal shift patterns</p> <p>A desire to learn new ways of working</p> <p>A total respect and belief in the child's ability to succeed approach</p>		
Other		
<p>Respect for individual difference and diversity demonstrated through a clearly expressed commitment to the principles of inclusion and equal opportunities</p> <p>Conscientious and trustworthy</p> <p>Satisfactory DBS and work references</p>	Enhanced DBS References	DBS document Application letters