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| **Job Description** | |
| **Post title** | SEND and Inclusion Specialist Support Worker (for children with a Vision Impairment) |
| **JE Reference No** | N9689 |
| **Grade** | 6 |
| **Service** | Children & Young Peoples Services |
| **Service Area** | Early Help Inclusion & Vulnerable Children, Specialist Inclusion Support |
| **Reporting to** | Team Leader VI |
| **Location** | Your normal place of work will be Durham Leadership Centre, Spennymoor, but you may be required to work at any Council workplace within County Durham. |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | This post **is not** eligible for flexitime. |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

To complement the work of school staff and SEND & Inclusion Service Managers by taking responsibility for the organisation and support of agreed learning activities for groups of pupils, or specific individual pupils who all have complex special educational needs. The primary focus is to support the development and inclusion of children and young people through;

1. Direct work with individuals, groups and occasionally whole classes under the direction and supervision of a qualified teacher or external SEND & Inclusion Specialists
2. Coaching, mentoring and capacity building with education providers

To work collaboratively with school staff and external specialists in the whole planning cycle and the management/preparation of resources. Also, to deliver learning to individuals, small groups and occasionally whole classes as and when required;

To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of their education.

To support young parents with the care of their babies in class.

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| **Duties and responsibilities** |

**Support for Pupils, Teachers and the Curriculum**

* Plan, prepare and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher and/or external SEND & Inclusion specialist, differentiating and adapting learning programmes to suit the needs of individual pupils;
* To work with children and young people who have extremely complex or additional needs and in some instances, life limiting conditions;
* Supply specialist support with direction and guidance from SEND & Inclusion Specialists, allowing pupils to access the curriculum and to participate fully in school activities;
* Coaching/Assisting classroom and Learning Support Assistants within schools in area of specialism
* Advise on appropriate ways of delivering specialist programmes including frequency and methods of delivery.
* Advise on appropriate activities, techniques and resources including modelling their use.
* Share relevant teaching materials electronically and recommend appropriate resources
* Advise on monitoring progress and adapting programmes and targets.
* To safely maintain records of involvement with schools and monitor and evaluate pupils progress.
* Write short reports on interventions and pupil progress when appropriate
* Contribute to the evaluation of the effectiveness of the support provided.
* This role will provide support to pupils who have Vision Impairment to support access to the curriculum and develop their learning
* Assess, record and report on development, progress and attainment as agreed with school staff and/or SEND & Inclusion Managers;
* Contribute to and implement SEN Support plans
* Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher and SEND & Inclusion Manager, to support future interventions.
* Plan and evaluate specialist learning activities with the teacher, including the SEND & Inclusion manager, writing reports and records and providing focussed personalised provision as required;
* Select and adapt appropriate resources/methods to facilitate agreed learning activities;
* Ongoing guidance and support to pupils in their social development and their emotional well-being, reporting problems to the appropriate person;
* Establish and maintain relationships with families, carers and other professionals, e.g. speech therapists;
* Supervise the work of other support staff/trainees;
* Be responsible for the preparation, maintenance and monitoring of stocks of materials and resources;
* Invigilate examinations and tests if appropriate;
* Accompany teaching staff and take responsibility for pupils on visits, trips and out of school activities as required;
* On-going guidance and support pupils in their personal, emotional and social development;
* Prepare and present displays as appropriate;
* Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas and out of lesson times, including before and after school and at lunchtimes but not as a supervisory assistant;
* Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence;
* Provide basic first aid and if appropriate referral to health service in emergency cases;
* Support pupils to develop their skills of independence, resilience and confidence;
* Contribute to and assist in planning, organising and implementing individual development plans for pupils (such as SEN support plans)**,** including attendance at, and contribution to reviews;
* Work with pupils not working to the normal timetable.
* Support the use of ICT in the curriculum

**Support for the Service**

* Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
* Show a duty of care to staff and pupils, and take appropriate action to comply with health and safety requirements at all times;
* Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
* Contribute to the overall ethos, work and aims of the Service
* Maintain good relationships with colleagues and work together as a team.
* Appreciate and support the role of other professionals;
* Attend relevant meetings as required;
* Participate in training and other learning activities and performance development as required;
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*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 your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * NNEB * Cache Level 3   • BTEC Diploma in Childhood studies, NVQ level 3 in Childcare and Education/Early Years and Education. | * Participation in recent and relevant in-service training * Completion of training specific to meeting the needs of children with visual impairments |
| Experience | * Demonstrate recent practice of supporting individual pupils or small groups of pupils with SEND either primary or, secondary schools. * Experience of working with class teachers and/or specialist teachers in implementing SEN Support Plans and/or interventions. | * Experience of working with children with vision impairment * Liaison with other professionals and agencies. * Experience in observation, monitoring and recording of pupil progress * modify materials within a specific subject area, to meet individual needs and in co-operation with the subject and/or specialist teachers of the vision impaired. |
| Skills & Knowledge | * Excellent communication skills * Ability to listen * Ability to relate well to pupils, teachers, parents/carers and other agencies. * Knowledge of primary and/or secondary school practices * Knowledge and commitment to relevant SEND and Inclusion guidance and legislation * Attendance at and contribution to multi-disciplinary meetings. * A commitment to the notion of inclusion and curriculum entitlement. * Demonstration of a commitment to maintaining high values and expectations for positive outcomes for children and young people * A commitment to safeguarding of Children and Young people * Ability to provide written feedback and reports * Able to use a range of mainstream and specialist IT packages relating to this area of work including some of the following areas: accessibility features, touch typing, screen readers, CCTV and embossers. * be prepared to learn Braille and specific subject braille codes | * To understand the needs of pupils, parents/carers, schools and the underlying difficulties * Ability to relate to parents/carers and other agencies * Knowledge of the impact of vision impairment on emotional well being * Experience of assessment, needs/risk assessment, environmental awareness, mobility and independence. * Working knowledge of Braille and able to produce and transcribe Braille text and/or the modification of resources for large print users is desirable |
| Personal Qualities | * Calm, purposeful approach. * Ability to work both on own and within a team. * Ability to foster professional working relationships with mainstream and external agencies. * Empathetic to the needs of schools and pupils. * To be able to work under pressure. * Ability to use own initiative. * Emotional and physical resilience. * Flexible approach to the role and allocation of duties. * Commitment to working with difficult pupils. * Commitment to on-going professional development * This post will require travel between different schools across the Authority during the working week. | * Friendly/ co-operative attitude * Self-motivated |