

COWBRIDGE COMPREHENSIVE SCHOOL

# JOB DESCRIPTION

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| DESIGNATION/POST TITLE | **:** | Learning Support Assistant for Visual Impairment |
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| **DIVISION/SECTION** | **:** | ALN |
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| **LOCATION** | **:** | COWBRIDGE COMPREHENSIVE SCHOOL |
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| **POST GRADE** | **:** | GRADE 5 (8 – 12)  |
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| **RESPONSIBLE TO** | **:** | ALN Co-ordinator |

### JOB PURPOSE

Work with teachers to support the learning, educational progress and inclusion of pupil/s with a visual impairment, with the aim of narrowing any attainment gap they have with their fully sighted peers on entry to school.

Give assistance to pupil/s (or student/s) with a visual impairment so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life. This includes knowledge, understanding of teaching braille to children.

### MAIN RESPONSIBILITIES/DUTIES

**Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons**

1. Work in partnership with the teacher in the planning of lessons including the adaptations, materials and direct support that visually impaired pupils will need to be included and make progress.
2. Support the delivery of learning by:
* Providing direct support as agreed with the teacher. This may include pre-tutoring support to ensure pupils have the necessary knowledge and familiarity with the resources, skills and concepts to be used in the lesson. It may also involve post-tutoring to check understanding, and reinforce key learning points.
* Adapting resources and teaching materials as necessary so that the pupil is able to access the key points of a lesson and achieve the objectives set for him or her, as far as possible independently.
* Developing skills in the use of specialist formats (e.g. Braille) as appropriate.
* Supporting the pupil(s) in participating in class teaching activities, providing support to groups as appropriate to encourage independence and social interaction.
* Using praise, assistance and encouragement to motivate the pupil(s) and to help them stay on task.
* Supporting the pupil(s) understanding of any follow up tasks set by the teacher.
* Taking lesson notes from the board, where required, to support the VI pupils’ understanding and inclusion.
* Overseeing the VI pupil's work in practical activities where safety is a consideration.
1. Support the teacher in evaluating the VI pupils’ learning and access

 by:

* Providing constructive feedback to the teacher on the how the VI pupil has responded to the lesson.
* Discussing with the teacher any difficulties experienced in providing the support the pupil(s) needed.
* Providing information on how well the child is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult.

**Implementing Individual Learning Programmes for Pupils**

1. Support the development and implementation of individual learning programmes focused on delivering priority learning targets for pupils. (These might include work in the areas of functional vision, concept formation, language and literacy skills including handwriting and touch typing, personal, social and emotional development as required). This will be achieved by:
* Working with the SENCO, class teacher and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
* Reinforce mobility and independence skills under the guidance of a pupil’s mobility specialist.
* Delivering the agreed programmes under the guidance of the teacher/ SENCO.
* Providing feedback to relevant colleagues about the pupil’s progress towards targets and the effectiveness of the programme in securing this and the pupil’s engagement.

**Observing and Reporting on Pupil Progress**

1. Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.

**Contributing to Maintaining Pupil Records**

1. Contribute to the maintenance of pupil records as agreed with the teacher and/or SENCO and help to maintain the record keeping system.

**Using Technology to Support Pupils’ (or the Pupil’s) Learning**

1. Support the use of technology including braille adaptations and optical aids to promote the pupil’s learning by:
* Checking that any equipment used by the pupil is functioning properly.
* Developing skill in the use of specialist equipment used by a VI pupil, including software applications.
* Taking steps to ensure any problems with equipment are dealt with as quickly as possible.
* Promptly informing the teacher/technician if there are any problems.
* Supporting the pupil(s) and staff in the use of technology, encouraging pupils to use the equipment independently.

**Supporting Children’s Emotional and Social Development**

1. Support pupils’ social and emotional development by:
* Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
* Providing support to enable the pupil(s) to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
* Encouraging pupils to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
* Observing how pupils express their feelings and emotions and relate to others and feedback to the teacher and/or SENCO, recording any findings accurately.
* Delivering programmes designed by specialists to support this area as appropriate.
* Encouraging other pupils to develop an understanding of the needs and skills of a VI pupil.

**Learning Environment**

9) Working with colleagues to ensure the classroom provides a good learning environment for a VI pupil, paying particular attention to lighting, layout and auditory factors.

**Liaising with Parents**

10) Support teaching staff and SENCOs discharge their responsibility in involving parents by providing information on the pupil’s engagement with learning and interactions with other pupils and helping to maintain home-school liaison records.

**Continuing Professional Development**

11) Participate in training and other learning activities to develop the competencies to effectively support VI pupils and to ensure knowledge and skills are kept up to date.