

## Job Description – Manchester Sensory Support Service Teaching Assistant Level 3

<b>Responsible to:</b>	Qualified Teachers of Visual Impairment (QTVI)
<b>Salary:</b>	NJC Scale 13 -19
<b>Annual Leave:</b>	Term Time Only (39 weeks per year)
<b>Contract:</b>	Full time/ permanent
<b>Level of DBS Check</b>	Enhanced with check of adults and children barred list

### Main Aims of the Post

Work under the guidance of a Qualified Teacher of Visual Impairment (QTVI) to support the learning and inclusion of Children and Young People with Visual Impairment (CYPVI) so that they achieve the best possible outcomes in:

- Educational achievement
- Communication skills
- Confidence and independence
- Social and emotional wellbeing
- Preparation for adulthood

### Main duties

- To work collaboratively with Manchester Sensory Support Service (MSSS) staff, educational setting staff, other professionals, children, and their families across a wide range of settings including nurseries, schools, colleges, as well as in the families' homes.
- Assist staff in educational settings in adapting their lessons, their learning materials, and the learning environment to meet the needs of the VI learner, supporting development of agreed learning plans.
- Use specialist sensory needs skills/training/experience to support VI pupils, modelling good practice for staff in settings, particularly other Teaching Assistants, supporting them to meet the needs of VI pupils.
- Establish good relationships with pupils, taking on the role of a role model, by presenting a positive personal image and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Work to promote and support CYPVIs' independence, decision making, self-advocacy, social interaction and safety. Encourage CYPVI to evaluate their own progress and take an active part in setting future targets.
- Give regular feedback on children's progress to the class teacher, Teaching Assistants, and the QTVI.
- Provide feedback to pupils in relation to progress and achievement.
- Provide direct support and teaching programmes to CYPVI in settings. This may include in-class support, pre-teaching or reinforcement to ensure

pupils have the necessary knowledge and understanding to progress, as well as supporting access to wider school activities.
<ul style="list-style-type: none"> <li>• Modify, adapt and create resources and teaching materials so that CYPVI are able to access learning and assessments. This may include the use of Braille, tactile diagrams, specialist software etc. Work as part of a team to produce modified resources as required by MSSS/educational setting staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Work directly with CYPVI in their homes as required, modelling good practice to families to promote their learning and development. For example, with pre-school CYPVI to develop play, independence and communication.</li> </ul>
<ul style="list-style-type: none"> <li>• Support the use of assistive technology to promote the CYPVI's learning, including the use of specialist equipment and software. This will involve the teaching of skills as needed, checking that any equipment used by the pupil is functioning properly</li> </ul>
<ul style="list-style-type: none"> <li>• Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> </ul>
<ul style="list-style-type: none"> <li>• Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils</li> </ul>

<b>General Work-Related Expectations</b>
<ul style="list-style-type: none"> <li>• To work within the Big Life group's values ethos and vision</li> </ul>
<ul style="list-style-type: none"> <li>• To contribute to the development of the Big Life group</li> </ul>
<ul style="list-style-type: none"> <li>• To work in accordance with all policies and procedures of the Big Life group, particularly (but not exclusively) Health and Safety; Information Governance and Safeguarding</li> </ul>
<ul style="list-style-type: none"> <li>• To commit to own personal development and attend training or development activities as required</li> </ul>
<ul style="list-style-type: none"> <li>• To work in accordance with all relevant legislation</li> </ul>
<ul style="list-style-type: none"> <li>• To undergo regular supervision and at least an annual appraisal</li> </ul>
<ul style="list-style-type: none"> <li>• To undertake any other duties as required, and as appropriate to the post</li> </ul>

## Person Specification – Teaching Assistant Level 3

The successful candidate must be able to demonstrate that they meet all the following points.

**Key - Method of Assessment:** A = Application form, I = Interview, T = Test, P = Presentation

	Essential or Desirable	Method of Assessment
<b>1. Employment Experience</b>		
• Experience of working with children/young people preferably with vision needs or other SEN needs in a mainstream educational setting.	Essential	A, I
• Ability to relate well to children and adults.	Essential	A, I
• Ability to work as part of a team.	Essential	A, I
<b>2. Educational Background/Training</b>		
• GCSE Grade 4 (or equivalent in Mathematics and English Language	Essential	A
<b>3 Knowledge</b>		
• An understanding of the role of the Teaching Assistant and other professionals working in the classroom.	Essential	A, I
• An awareness of Health and Safety.	Essential	A, I
• An understanding of the national/foundation stage curriculum and other basic learning programmes.	Essential	A, I
• Knowledge and understanding of safeguarding children in education settings.	Essential	A, I
• An understanding of the barriers faced by CYPVI and the strategies to support their learning and development; or the willingness to learn these.	Essential	A, I
<b>4 Skills</b>		
• Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	Essential	A, I
• Training in learning strategies relevant to sensory needs	Desirable	A
• Ability to support groups and to demonstrate experience of working with small groups of pupils or individuals, to deliver educational outcomes.	Essential	A, I
• Ability to relate well to children and adults	Essential	A
• Ability to work as part of a team	Essential	A
• Willingness to be trained in the use of relevant technology and software and learn new skills	Essential	
• Effective use of ICT to support learning	Essential	

<ul style="list-style-type: none"> <li>Ability to think creatively, adapt, use initiative, and problem solve.</li> </ul>	Essential	
<b>5 Personal</b>		
<ul style="list-style-type: none"> <li>Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Full, valid driving licence and access to transport</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Self-motivation and personal drive to complete tasks to the required timescales and quality standards.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>The flexibility to adapt to changing workload demands and new service challenges.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils.</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>A commitment to continuous self-development and service improvement</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Be willing to consent to and apply for an enhanced DBS check.</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Willingness to undertake first aid training as appropriate</li> </ul>	Essential	A