

JOB DESCRIPTION & PERSON SPECIFICATION

Director Area: Children's Services

Job Ref Number: 4621

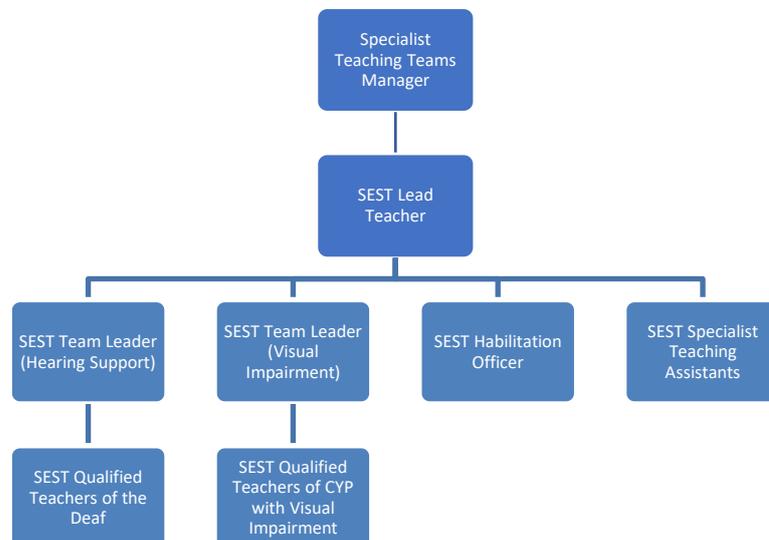
Service Area: Inclusion

Grade: G6

Job Title: Specialist Teaching Assistant - Sensory Education and Support Team

PURPOSE OF JOB: To work as part of a peripatetic team in order to meet the educational and developmental needs of children with a sensory impairment within the home, early years and educational settings. To be a lead sensory loss practitioner taking responsibility for developing skills of other Teaching Assistants, Teachers and families around the county, working with children with a sensory loss. The Specialist TA will work under the direction of the SEST Senior Teachers and specialist teaching staff. Specialist Teaching Assistants will be allocated to work with children up to age 5 or those between 5 and 25 years of age based on service need. Some Specialist Teaching Assistants may cover all age groups.

TEAM STRUCTURE:



MAIN DUTIES:

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| 1 | To work closely with the Senior Teachers and other Specialist Teachers within SEST in planning, developing and implementing programmes which address individual, identified educational/developmental needs for children/young people with a sensory loss. |
| 2 | To work closely and establish good working relationships with class teachers, SENCo's, Teaching Assistants and other related staff within Early Years and School settings. Ensure joint working and understanding of targets and progress is agreed and work together to ensure an optimum, supportive environment for the child/young person at all times. |

3	Under the supervision and guidance of SEST Teachers you will advise Teaching Assistants and educational staff working in Early Years settings and Schools on methods and best practice for working with children with a sensory loss.
4	To undertake work with children and their families as directed by the Senior Teachers and other specialist teachers within SEST.
5	To assist with preparing, implementing and review of individual pupils, on a one-to-one basis/within small groups, in the Early Years or School on specific targets cited within Developmental Journey/Individual Learning Plans and/or Education Health and Care Plans.
6	To follow detailed SEST programmes under the direction of the teacher from SEST and where appropriate other support professionals/services as advised by the SEST teacher.
7	To undertake the preparation of materials to support the inclusion of children/young people with a sensory impairment in Early Years, School and/or home settings.
8	To travel to various settings within the county of Lincolnshire as required to meet the needs of children and young people with a sensory loss.
9	To assist with keeping precise records, tracking and monitoring of progress against performance indicators.
10	To share in the organisation, management and maintenance of resources.
11	To develop good relationships with external related agencies and keep updated with developments in other support agencies in order to help assist families Early Years settings and schools with accessing up to date support information.
12	As directed by SEST teachers to signpost families where appropriate to other agencies of support and assist with referrals and forms where required.
13	To attend SEST team meetings as appropriate.
14	Contribute to SEST training sessions delivered to parents, Early Years settings and Schools when appropriate.
15	To undertake any other duties of a similar level and responsibility as may be required from time to time by SEST Senior Teachers.
16	To respect the confidentiality of all information relating to pupils and their families.
17	To undertake training consistent with developing skills relevant to these duties and responsibilities.
18	To practice and promote fair and equal treatment of staff and customers throughout the course of performing all duties contained within this job description
19	Act in accordance with SEST, Early Years and school settings policies and procedures and relevant legislation, particularly in relation to child protection.
	For Early Years:
20	Support families within the home with children with a sensory need through early diagnosis, provide early intervention and build good trusting relationships.
21	Work closely with our team and with other professionals such as Portage, ESCO and Physiotherapy to provide a more cohesive and consistent approach.
22	Continue support into nurseries and 'up skill' staff to understand the child's sensory needs and understand the child and family.
23	As required; to continue support into Reception for the first term to ensure good transition and facilitate immediate understanding and appropriate support for the child and family by transferring skills to staff.

PERSON SPECIFICATION

Requirements	Where identified*	Essential	Desirable
A recognised qualification in British Sign Language (BSL) Level 2 minimum or Grade 1 & 2 Braille Certificate or a commitment to undertake the required qualification	A, I	Yes	
Experience of using Braille or BSL or a commitment to learn	A, I	Yes	
Significant experience of working with children with a sensory loss and willingness to further training in this area.	A, I	Yes	
Experience of work with families, in particular those with children with Special Educational Needs (SEN)	A, I	Yes	
GCSE or equivalent in Maths and English or equivalent level of competency	A, I	Yes	
5 years' relevant SEN experience and TA qualification	A, I	Yes	
Training/coaching skills	A, I, P		Yes
Recognised qualifications or knowledge and understanding relating to use of ICT and Microsoft packages.	A, I		Yes
Excellent evidence of working relationships with families and children and young people. Strong personal skills in building excellent working relationships with staff across or from LCC, School settings, Academies and related partner agencies	A, I	Yes	
Ability to maintain efficient recording systems.	A, I	Yes	
Show confidence and initiative and be able to work independently	A, I	Yes	
Willingness and high motivation to undertake specialist training and further professional development	A, I	Yes	
In accordance with Part 7 of the Immigration Act 2016 (Fluency Duty), the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.	I	Yes	
Awareness of the importance of confidentiality	A, I	Yes	
Valid Full Driving Licence	A	Yes	

*A = Application form T = Test/Assessment I = Interview P = Presentation

General - The postholder is expected to work to carry out the duties in accordance with the school's policies and procedures.

Other Duties - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

Safeguarding -. All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Lincolnshire County Council Safeguarding Policy. In addition employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.