

Job profile

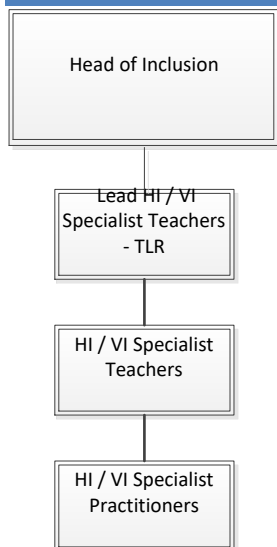
Service and job specific context statement

Directorate: Children and Young People's Service
Service: Inclusion
Post title: Specialist Practitioner VI
Grade: H
Responsible to: VI Teachers
Staff managed: None
Date of issue: September 2020
Job family: E - Education/School

Job context

The Inclusion Service works in partnership with all schools and settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people with SEND. These services are allocated into SEND hubs, co-ordinating provision at a locality level across CYPS as a whole, to ensure needs are met holistically. This role involves a specialist level of spoken communications so a confident use of English language is required.

Structure



Job Description

Directorate: Children and Young People's Service
Service: Inclusion
Responsible to: VI Teachers

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Staff managed: None

Job purpose	<p>To deliver effective support and intervention for children and young people with VI needs, 0-25, in a variety of contexts, including home and school.</p> <p>Under the guidance of the QTVI Specialist Teacher play a role in:</p> <ul style="list-style-type: none"> a) Planning and delivering effective support for CYP with VI needs b) Developing the skills of the workforce in supporting CYP with VI needs
Operational management	<ul style="list-style-type: none"> • To manage a peripatetic caseload as specified by the line manager and in accordance with service policies • To provide appropriate, individually tailored support, advice and early intervention for CYP on caseload. This may include: <ul style="list-style-type: none"> ➢ Modelling interventions and approaches to schools and settings over longer periods of time ➢ Coach other practitioners in effective support, including support within the home ➢ Support for children using assistive technology and training to staff in their use ➢ Habilitation training ➢ Teaching braille • To provide data on children and young people's progress and outcomes to inform local authority data collection and analysis, service development and professional performance management; • To advise children and young people, parents, and staff on the management and use of specialist equipment as necessary. • To contribute to IEP's and specific programmes of work. • To contribute to reports, reviews and re-assessments as required. • To work as part of a co-operative central team (linked to a locality hub team) based on a flexible approach to support. • To effectively monitor, manage and advise schools on appropriate resources. • Work within the boundaries and ethos of school/service policies and procedures. • Prioritise and manage own workload within the boundaries of the role, and as advised by professional lead • Ensure that all work is planned for maximum efficiency and minimal travel.
Communications	<ul style="list-style-type: none"> • Develop a range of appropriate information / supporting materials (including web based) to support schools and families.
Partnership / corporate working	<ul style="list-style-type: none"> • To work collaboratively with the VI team and locality based multi-disciplinary team, adopting a key working approach to supporting children and young people • Develop and sustain integrated working and effective relationships with health, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people, specifically the SEND locality hub. • Consult / liaise with other professionals, parents and carers to ensure effective communication / integrated approach to children. • Work in partnership with parents/carers, social care, independent practitioners and voluntary organisations as appropriate
Resource management	<ul style="list-style-type: none"> • Recommended resources and equipment which may benefit the service for the ongoing professional development of the team.

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Systems and information	<ul style="list-style-type: none"> • Provide data on children and young people's progress and outcomes to inform LA data collection and analysis, service development and professional performance management. • To keep appropriate and timely records and case notes.
Strategic management	<ul style="list-style-type: none"> • Work within the boundaries and ethos of school/service policies and procedures.
Safeguarding	<ul style="list-style-type: none"> • Ensure appropriate confidentiality in all interactions. • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. • Involve learners when taking actions that concern them. • Communicate, record and report actions and outcomes using the most appropriate format e.g. service recording forms (ROCs). • Use clear, accessible language when communicating. • Ensure that information sharing protocols for children and young people, and their families, as set out in the General Framework for Information Sharing in North Yorkshire (2005) are adhered to.

Person Specification

Essential upon appointment	Desirable on appointment
Knowledge <ul style="list-style-type: none"> • Up to date knowledge of technology, resources and issues relevant to Visual Impairment (VI) • Knowledge of Early Years / Pre-School initiatives • Knowledge of Statutory Assessment procedures/Code of Practice • Knowledge of mainstream School curriculum • Up to date inclusive practice in the education of children with VI 	<ul style="list-style-type: none"> • Knowledge of a range of interventions and approaches in supporting CYP with sensory needs
Experience <ul style="list-style-type: none"> • Can demonstrate experience of working with families of children and young people with VI • Can demonstrate experience of working with pupils using Braille • Can demonstrate experience of working with CYP needing habilitation support • Can demonstrate recent experience as a peripatetic Teaching Assistant or Support Practitioner • Experience of working within educational settings 	<ul style="list-style-type: none"> • Experience of working with children and young people • 0-25

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Occupational Skills <ul style="list-style-type: none"> • Excellent verbal & written skills • Excellent interpersonal & communication skills • Excellent personal and time management skills • Excellent ICT skills • Ability to work collaboratively with others • Excellent recording and report writing skills • Excellent assessment skills and target setting • Ability to devise appropriate teaching materials to support a given intervention • Literacy and numeracy skills to minimum level 2. 	<ul style="list-style-type: none"> • Ability to deliver in service training
Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role What is required qualification <ul style="list-style-type: none"> • Basic numeracy and literacy qualifications to GCSE level to professional qualifications 	<ul style="list-style-type: none"> • Qualifications or evidence of CPD in related disciplines • Habilitation training
Other Requirements <ul style="list-style-type: none"> • Positive can do attitude, solution focused approach. • Able to work alone and as part of a team • Able to manage time effectively • Excellent, proven organisational skills • The means to travel across the County • Use flexible working procedures to maximise efficiency in working procedures 	
Behaviours	Link

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.