



PHILIP MORANT

SCHOOL & COLLEGE

Job Description

POST TITLE:	Learning Support Assistant - VI
BASED AT:	The Philip Morant School and College
SALARY SCALE:	Scale 6 (12-17)
HOURS:	33.5 hours per week (school term only) 8.00 am to 3.30 pm.
LINE MANAGER:	QTVI
LIAISON WITH:	SENCo, other Enhanced Provision staff, teachers, students, parents and carers and outside agencies.

JOB PURPOSE

Work in conjunction with the QTVI and class teachers to support the learning, progress and inclusion of student/s with a vision impairment, with the aim of narrowing any attainment gap and enabling them to reach the best possible outcomes. Support student/s with a vision impairment so that they are able to access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life.

MAIN RESPONSIBILITIES

Supporting with the Planning, Delivery and Evaluation of Lessons

- Work in partnership with the QTVI and class teachers in the planning of lessons including the adaptations of materials and direct support that students with a vision impairment will need to be included and make progress.

Support the delivery of learning by:

- ❖ Providing direct support during lessons in order for student/s to access their learning, including the use of specialist resources such as braille and tactile diagrams during a busy mainstream lesson.
- ❖ Pre-tutoring support where necessary to ensure pupils have the required knowledge and familiarity with the resources, skills and concepts to be used in the lesson.
- ❖ Post-tutoring where necessary to check understanding, and reinforce key learning points.
- ❖ Adapting resources and teaching materials as necessary so that the student is able to access the key points of a lesson and achieve the objectives set for him or her, as far as possible independently.



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- ❖ Developing specialist skills linked to having a vision impairment, such as ICT skills or learning braille, as appropriate and in conjunction with the QTVI.
- ❖ Supporting the student/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 student/s and to help them stay on task.
- ❖ Supporting the student/s understanding of any follow up tasks set by the teacher and with the organisation of homework tasks.
- ❖ Taking lesson notes from the board, where required, to support the VI students' understanding and inclusion.
- ❖ Overseeing the VI student's work in practical activities where safety is a consideration, taking advice from the QTVI.

Support teaching staff in evaluating the VI students' learning and access by:

- ❖ Providing constructive feedback to class teachers on how the VI pupil has responded to the lesson, when requested.
- ❖ Discussing with class teachers and the QTVI any difficulties experienced in providing the support the student/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 Students

- ❖ Support with the delivering of provision in order to meet the outcomes detailed on the Student Information Sheet.
- ❖ Work alongside the QTVI and student/s to establish clear outcomes and be instrumental in the delivering of provision to meet those outcomes.
- ❖ Provide feedback to the QTVI and other relevant colleagues with regards to outcomes
- ❖ Contribute to provision mapping and other records as agreed with the QTVI.
- ❖ Observe and report on student progress where appropriate

Supporting the Development of Specialist Skills related to having a Vision Impairment.



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- ❖ Support the use of technology and optical aids to promote the student's learning by:
- ❖ checking that any equipment used by the student is functioning correctly
- ❖ developing skills in the use of specialist equipment used by a VI student
- ❖ taking steps to ensure that any problems with equipment are dealt with quickly
- ❖ supporting students with learning how to use equipment including new functions as they progress through the school.
- ❖ encouraging the students to use the equipment independently
- ❖ Reinforce mobility and independence under the guidance of the student/s mobility specialist.
- ❖ Support the student/s in practising mobility and habilitation skills between visits from the mobility officer, in liaison with the QTVI.
- ❖ Accompanying the student/s during their sessions with the mobility officer either in school or in the local community, on occasion.

Supporting Children's Emotional and Social Development

Support students social and emotional development by:

- ❖ Supporting positive behaviour and building confidence and self-esteem
- ❖ Providing support to enable the student/s to participate in school activities
- ❖ Encouraging students to build friendships with their peers, offering scaffolding and support where necessary.
- ❖ Observing how students express their feelings and emotions and relate to others and feedback to relevant members of staff.
- ❖ Delivering programmes designed to support this area and encouraging other students to develop and understanding of the needs and skills of a VI pupil, in conjunction with the QTVI.
- ❖ Support with school events run by the QTVI which encourage social skills and meeting other students with a vision impairment, such as Braille Buddies Club.