

Job Description

Postholder	
Post	Sensory Impairment Support Assistant
Reports to	SENDCo
Line Management of	
Salary/Grade	Grade 9 Point 24
Contract	Fixed Term until end of January 2025
Date Reviewed	April 2024
Core Purpose	<p>Working under the direction of the SENCo to enable successful provision for Sensory Impairment relating to identified pupils. This would be within bespoke interventions and classroom provision.</p> <p>This grade is related to a specific accredited competence at Level 3 in British Sign Language and the additional responsibilities of the role</p>

Key Responsibilities	
<ul style="list-style-type: none"> • Under the guidance of the SENCo and class teachers be responsible for the support of identified pupils to enable positive engagement and good progress. • Regularly provide BSL interpretation of teaching in lessons and activities in school. • Take responsibility and have accountability for adapting and delivering activities and programmes of work, for individuals or small groups. • Take responsibility and have accountability for the assessment of identified pupils including those assessments set by external supporting agencies. • Liaise with relevant professionals regarding their visits to school. • Lead on developing appropriate classroom resources to support identified pupils • Aid successful inclusion of pupils with sensory impairments by: <ul style="list-style-type: none"> • employing strategies and approaches from the Speech and Language Therapy Service and Sensory Support Service • motivating and encouraging the child as required; • liaising with the Class Teacher and SENCo about individual provision, progress and the Graduated Approach; • modelling good practice to other staff, enabling a child's intervention focuses to be embedded within their classroom. • building a close and productive relationship with an identified child's relevant external professionals and parents/carers. • Provide detailed and regular feedback to teachers, SENCo, SaLT therapist, Sensory Support Teacher and other relevant external professionals on pupils' achievements, progress and any difficulties being experienced. • Assist staff in the use of relevant support aids e.g. Soundfields. • Attend meetings with parents to discuss next steps in their child's provision and provide accessible forms of communication where relevant e.g. adapting written documents. • Contribute to selection of SMART targets and provision planning in relation to EHCPs and Assess, Plan, Do Review documents. • Assist classroom staff in developing their sensory support skills 	
General responsibilities	
<ul style="list-style-type: none"> • Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Take the lead for the championing of sensory support needs across the school and the Trust 	

- Participate in accessibility assessments of the learning environment and site in regard of sensory impairments
- Develop and maintain effective relationships with other staff, parents and carers.
- Attend relevant meetings as required.
- To participate in the performance management process, setting and reviewing personal targets that maintain high levels of achievement and promote high standards.

Agreed specific/additional areas of responsibility

- Organise bespoke resources for identified pupils e.g. personal BSL visuals, Shape Coding materials and suitable adaptations to the learning environment.
- Monitor and track progress and provide feedback to assist in developing provision for children with additional Sensory Impairment needs.

The duties and responsibilities listed describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with School and/or Trust approval

Note: Every job description will be subject to a review either:

- On an annual basis at an appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of team/operational requirements.

It is the shared responsibility of the post holder and their manager to ensure the job description is kept up to date.

Signed: _____ (Postholder)

Signed: _____ (Line Manager)

Date: _____

Person Specification	Essential or Desirable	Assessment
Qualifications, Knowledge and understanding		
Level 3 BSL qualification	E	Application
Good levels of literacy and numeracy at GCSE Grade C/4 or above	E	
Ability to use IT	E	
Ability to assist a child with their hearing aids	E	
First Aid training	D	
Knowledge of Sign-Supported English	D	
Knowledge of Shape Coding	D	
Knowledge of preparation and use of braille resources	D	
Professional Values and Practices		
Happy to work under the direction of the Headteacher, Class Teacher and/or Inclusion Coordinator/SENCO	E	Application Interview
Take responsibility and accountability for adapting and delivering activities and programmes of work, for individuals or small groups and their outcomes	E	
Support the caring and inclusive ethos of the school and contribute to the wider workings of the school	E	
To be flexible	E	
Be sympathetic and proactive to the children's needs	E	
To contribute enthusiastically to the staff team, be a good team player and have a very positive attitude	E	
Take part in professional development activities	E	
An understanding of what is confidential in relation to working with children	E	
Ability to communicate effectively with pupils and colleagues	E	
Very good organisation skills	E	
Experience, Teaching and Learning		
Experience supporting a child/children with hearing impairment	E	Application Tasks Interview
Ability to adapt an activity for children experiencing difficulty	E	
Ability to enthuse the children in their development	E	
Experience of supporting a child with visual Impairment	D	
Experience of working within a school setting	D	
Experience in assisting staff in enhancing accessibility of environments	D	
Other		
Willingness to assist with playground duties, clubs and lunch duties	E	Interview