

THE ROLE

The Access to Learning Practitioner will support a visually impaired (VI) pupil in lessons and will report to the Head of Learning Support/SENDCo.

The postholder will be an enthusiastic, supportive and dedicated individual, preferably with experience of working with pupils in and outside of the classroom. However, people with all levels of experience are warmly invited to apply.

The role involves enabling a bright and motivated pupil with vision impairment to fully access both the academic curriculum and the wider life of the school, while encouraging confidence, independence and self-advocacy. Working closely with teachers, the SENDCo and specialist professionals, you will provide thoughtful, well-judged support without taking over, allowing the pupil to develop the skills they need to thrive.

This role is offered on a temporary, part-time basis, 18 hours per week, term time only, with a view to renewing the contract annually alongside confirmation of EHCP funding. There is a possibility that the hours available could increase over time.

The position is available to start as soon as possible.

This position involves contact with children and will amount to regulated activity as defined by Keeping children safe in education (KCSIE) for safeguarding children and safer recruitment.

RESPONSIBILITIES

Key Responsibilities

Assist the pupil's learning by:

- Providing discrete support in the classroom as agreed with the SENDCo, teacher (and QTVI, where appropriate), particularly when lessons are highly visual or during practical work where safety considerations apply.
- Providing discrete notetaking, scribing and exam-related support as agreed, ensuring accuracy while preserving the pupil's voice.
- Adapting resources and teaching materials into accessible formats, including large print, digital, tactile or simplified visual content as necessary so that the pupil is able to access the key points of a lesson and achieve the objectives set for them, as far as possible independently.
- Developing the pupil's skills in the use of specialist formats (e.g. Braille) as appropriate.
- Developing their skills in the use of technology (e.g. touch typing) and IT resources as required.
- Supporting the pupil in participating in group work in class as appropriate to encourage independence.
- Supporting the pupil's understanding of any follow up tasks set by the teacher.
- Undertaking CPD in the field of Vision Impairment, teaching and learning.
- Planning with teachers in advance to anticipate visual barriers and advise on accessible lesson design.
- Working with colleagues to ensure the classroom provides a good learning environment for a VI pupil, paying particular attention to lighting, layout and auditory factors.
- Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers and the SENDCO in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.

Wider professional responsibilities

- Work under the guidance of the SENDCo and in collaboration with Qualified Teachers of the Visually Impaired (QTVI).
- Contribute to EHCP/SEND Support reviews, reports, meetings, and liaison with parents, as required.
- Contribute to the maintenance of pupil records as agreed with the SENDCo and help to maintain the record keeping system.
- Take steps to ensure any problems with equipment and IT are dealt with as quickly as possible.

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RESPONSIBILITIES (continued)

Wider professional responsibilities (continued)

- Support the graduated approach to SEND (assess, plan, do, review).
- Promote an inclusive ethos consistent with the values of an St Alban's High School for Girls.
- Maintain accurate records and uphold confidentiality, safeguarding and school policies at all times.

In addition to the above, the post holder will carry out any other professional duties as reasonably required by the Head.

The High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

PERSON SPECIFICATION

STAHS is a vibrant school supported by a diverse and enthusiastic community of staff, pupils, parents and alumni. It is important that our staff reflect the diversity of our community, and we therefore welcome and encourage applications from people of all genders and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and those with disabilities.

The successful candidate will be required to fulfil all of the duties, as outlined in the job description. In addition to this, the candidate should possess the following competencies which are essential to this position;

QUALIFICATIONS & EXPERIENCE

- Experience of working with or supporting learners in educational setting.
- Ability to build a rapport with learners, including those with special educational needs.
- Ability to understand child development and the implications of vision impairment.
- Ability to use ICT and to learn new ICT skills.
- Willingness to undertake further training if needed.

SKILLS

- Ability to organise time effectively, prioritising workload and meeting deadlines.
- Ability to take responsibility for own actions and make decisions without referring to others on occasions.
- Ability to remain calm and self-controlled under pressure.
- Ability to be proactive, enthusiastic and committed by taking ownership to ensure tasks are delivered.
- Ability to communicate effectively, both verbally and in writing, adapting style to suit the audience.

PERSONAL QUALITIES

- Warm in relationships with adults and children alike.
- Understand and respect the principles of confidentiality.
- A team player.
- Proactivity and creativity.
- Flexible, in order to accommodate changes in work priorities.
- Sense of humour.
- High professional standards of yourself and pupils.
- Ability to think creatively and demonstrate initiative, dealing calmly with different situations as they arise.

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PERSON SPECIFICATION (continued)

PHILOSOPHY & ETHOS

- A commitment to safeguarding and promoting the welfare of children and young people and to follow the child protection procedures detailed in the School's safeguarding policy
- Ability to form and maintain appropriate relationships and personal boundaries with children
- Contribute positively to the overall ethos, objectives and aims of the School

HEALTH AND SAFETY

- Support Health and Safety training initiatives and to actively participate in this area