

# Specialist 1:1 for children and young people with vision impairment (CYPVI)

## Job description

### Purpose of role

The Specialist 1:1 for children and young people with vision impairment (CYPVI) works under the direction of a Qualified Teacher of Vision Impairment (QTVI) and teaching staff to provide specialist, individualised support for a child or young person with severe to profound vision loss.

The purpose of the role is to:

- enable the pupil to access the curriculum and wider school life
- promote independence, personal agency and self-esteem
- support progress towards outcomes identified in their EHCP
- ensure inclusion within an inclusive learning environment, avoiding over-reliance on adult support and promoting independent living skills

### Key role responsibilities

- Ensure the student can access lessons and achieve agreed outcomes through adaptation and modification of resources and the environment.
- Provide differentiation and modification of tactile learning materials to enable pupil to be an independent learner. Provide specialist 1:1 support to enable the pupil to access learning activities, teaching and resources that are highly visual, abstract or safety-critical.
- Liaise and follow-up with QTVI, qualified habilitation specialist (QHS) and speech and language therapist (SALT) to implement recommended interventions and general teaching advice.
- Provide support for social inclusion and ensure that the student has similar opportunities as other pupils to be involved in and to contribute to lessons and the school community.
- Provide suitable communication and interaction support to develop the effective development of relevant social skills in a range of situations with peers and adults.
- Provide daily technical support for vision impairment related assistive technologies and equipment used as identified and where necessary.
- Promote vision impairment awareness within school and amongst colleagues ensuring that the needs of the student are advocated for throughout the school day.
- Contribute to target setting, meetings and report writing where directed.
- Maintain records of support as required.
- Provide communication support on extracurricular & residential trips.
- Support positive behaviour giving praise and encouragement as appropriate to build confidence and self-esteem.

- Identify specific language and conceptual problems which occur within the classroom and gain support from other relevant staff as necessary.
- Deliver, under specialist guidance, targeted programmes to develop tactile, auditory and functional vision skills; braille literacy or alternative recording methods; assistive technology use; concept development and language skills;
- Support pre-teaching and post-teaching activities to ensure understanding of complex or inaccessible content.
- Willingness to engage in ongoing related VI CPD to continually develop professional knowledge and skills in relation to VI pedagogy.
- Support the safe and effective use of specialist equipment, including: braille note-takers and displays, screen readers and magnification software laptops, tablets and audio devices if required.
- Ensure equipment is functioning correctly and support the pupil to manage their own technology wherever possible.
- Liaise with teaching staff and technical support regarding any equipment issues.
- Record progress against outcomes set out in student's EHCP sharing information with key professionals and contribute to annual reviews.
- Adapt learning materials into accessible formats (e.g. braille, tactile resources, large print, audio or digital formats), including the simplification of visual information if required.
- Support the pupil to understand lesson objectives, instructions and key concepts while encouraging active participation.
- Take notes, describe visual information and facilitate access to class discussion where appropriate, without diminishing independence.

<b>Person Specification</b>
Desirable (D) Essential (E)

**Experience**

- Experience of working collaboratively as part of a team and with other agencies.
- Experience of supporting in a classroom environment.

**Knowledge, education and qualifications**

- An understanding of the equalities Act 2010. (D)
- An awareness or understanding of braille, relevant qualification or willingness to undertake CPD. (D)
- English and maths GCSE grade C / 4 or above. (E)
- Experience of supporting children or young people with vision impairment. (D)
- An understanding of VI awareness and identity. (D)

**Skills and abilities**

- Ability to read and produce written braille or willingness to undertake relevant CPD. (D)
- High level of oral and written communication skills. (E)
- Good self-organisation skills – time management. (E)
- Ability to relate well to children and young people and their parents/carers. (E)
- Skill to motivate others. (E)
- Competence in ICT. (E)
- Ability to liaise closely with external educational staff such as QTVI and QHS and implement relevant strategies or interventions. (E)