JOB DESCRIPTION

JOB TITLE: Habilitation Specialist for children with visual impairment

DEPARTMENT: Sensory Impairment Support Service

GRADE: Grade 6 (pro-rata) subject to successful completion of qualification
Term time plus 2 weeks

DIRECTLY RESPONSIBLE TO: Senior teacher for Visually Impaired Children

DIRECTLY RESPONSIBLE FOR: Delivery of habilitation training to children with visual impairment, and production of environmental audits.

Main Duties:
(Habilitation Specialist):

- To assess the existing habilitation skills and devise programmes of work for children and young people with a vision impairment, to develop their personal mobility, navigation and independent living skills, and so maximise the child or young person’s independence, opening the way in the future, to further study, employment and an independent life.

- To provide one-to-one habilitation training for children and young people with a vision impairment, to implement programmes of work.

- To support and advise SSAs from the SISS team and school staff to enable them to support individual children and young people to practice their habilitation skills and strategies and contribute to the monitoring of habilitation progress.

- To support and advise carers on alternative skill learning, appropriate to the age and ability of the child.

- To conduct environmental audits of educational settings.

- To conduct risk assessments for activities which children and young people with visual impairment may be involved in, in a range of environments.
• To support children and young people and their families through the various transitions between schooling stages and ultimately their progress to college, university, apprenticeships or employment.

Health and Safety
To operate safely within the workplace with regard to the Council's health and safety policies, procedures and safe working practices. To be responsible for your own health and safety and that of other employees.

Equalities & Diversity
To work within the Council’s Equalities and Diversity Policy, embracing through personal example, open commitment and clear action that diversity is positively valued, resulting in access for all by ensuring fair treatment in employment, service delivery and external communications.

Customer Care
To continually review, develop and improve systems, processes and services in support of the Council’s pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Training and Development
To identify training and development needs with your manager, taking an active part in your Personal Development and Review Plan. To access development opportunities as they arise and share learning with others and where appropriate, actively encourage a learning environment and development within others.

Policy
To work at all times within the established policies and practices of the Council, within the framework established by the Council Constitution and associated guidance.

Confidentiality
To adhere to the Council’s policies and procedures on confidentiality and the management and sharing of information.

Children & Young People’s Service is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
### PERSON SPECIFICATION

**JOB TITLE:** Habilitation Specialist (Visually Impaired children and young people)  
**DEPARTMENT:** Sensory Impairment Support Service  
**GRADE:** 7  
**STAGE ONE:** Disabled candidates are guaranteed an interview if they meet the essential criteria

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<thead>
<tr>
<th>MINIMUM ESSENTIAL REQUIREMENTS</th>
<th>METHOD OF ASSESSMENT *</th>
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<tbody>
<tr>
<td><strong>1. Qualifications/Training etc.</strong></td>
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<tr>
<td>To be qualified to degree level or equivalent.</td>
<td>C/A/I</td>
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<td>To hold, or be willing to undertake within the first 2 years of employment, a specialist Graduate Diploma in Habilitation and Disabilities of Sight (Children and Young People) or equivalent qualification which specifically meets all the learning outcomes arising from the 'Quality Standards – Delivery of Habilitation Training (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment (2011)': Qualification Participant Learning Outcomes. Additional Qualification to teach mobility/ habilitation to children</td>
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<tr>
<td><strong>2. Experience</strong></td>
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<td>Experience of talking to and working with parents.</td>
<td>A/I</td>
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<td>Experience of supporting children and young people to make best use of technology to overcome barriers to learning.</td>
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<td><strong>3. Knowledge</strong></td>
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<td>Sound knowledge of child development</td>
<td>A/I</td>
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<td>Knowledge of the difficulties and barriers facing visually impaired children and young people, and strategies to overcome these.</td>
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<td>Knowledge of SEN Disability Discrimination Act.</td>
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<td><strong>4. Skills &amp; Abilities</strong></td>
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<td>Commitment to meeting the need of pupils with visual impairment in mainstream and/or special school settings.</td>
<td>A/I</td>
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<td>To be able to work both independently and as part of a team.</td>
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Excellent inter-personal skills.
Ability to organise own caseload, prioritise tasks and organise time management.
Ability to maintain appropriate records, write programmes and reports.
To reflective on the effectiveness of work.
Effective use of ICT to support learning and provide access to the curriculum (including production of accessible texts and resources).
Ability to deliver training to other team members.
Ability to deliver in-service training to school staff in liaison with other team members.
A positive, ambitious and imaginative approach to the development of habilitation skills and classroom learning.

1. EQUALITIES

An understanding of, and commitment to equal opportunities.
A commitment to inclusive practices in education.  

2. OTHER REQUIREMENTS

Willingness to work flexible hours as and when required.
Evidence of a commitment to work in partnership with parents/carers/teachers and other professionals.
Full driving licence and use of a car for work related travel. Alternative arrangements can be made for staff with disabilities.

STAGE TWO: Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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<thead>
<tr>
<th>ADDITIONAL REQUIREMENTS</th>
<th>METHOD OF ASSESSMENT</th>
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<tr>
<td><strong>1. Qualifications/Training etc.</strong></td>
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<tr>
<td>Additional habilitation qualification.</td>
<td>C/A/I</td>
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<td><strong>2. Experience</strong></td>
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<tr>
<td>Experience of assessing the habilitation needs of children and young people with visual impairment.</td>
<td>A/I</td>
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<td>Experience of planning and delivering habilitation programmes to children and young people with visual impairment.</td>
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<tr>
<td>Experience of assessing and training children with visual impairments in the use of low vision aids.</td>
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Experience of working with children and young people with visual impairment in a range of key stages and/or preschool.
Experience of working with children and young people with visual impairment in both mainstream and special school settings, including those with additional and complex needs.
Experience of conducting risk assessments with children.

3. Knowledge

Knowledge of the curriculum for a range of ages, such as pre-school, primary, secondary and further education.  

4. Skills & Abilities

A range of specialist skills in assessing and supporting the learning of children and young people with visual impairment including use of specialist approaches, low vision aids and other technology, and braille.
Ability to assess the effectiveness of service provision in relation to the delivery of habilitation training.

* Method of Assessment

A = Application form, C = Certificate, E = Exercise, I = Interview,  
P = Presentation, T = Test, AC = Assessment centre

Date prepared/revised:  20/06/18  
Prepared/revised by:  A Davies / D Wall