

Job Title	Range	Duties	Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Hearing Impairment Support Worker	Range 4	<p>To support the Advisory Teachers for Hearing Impairment in providing specialist support and advice to children, schools, and families where a child has a hearing impairment / additional learning need with oversight from Advisory Teachers, as and when required.</p> <p>See job profile for full duties.</p>	Required for this level.	In addition to level A	In addition to levels A and B
			<p>Qualifications</p> <ul style="list-style-type: none"> GCSEs in English and Maths (grades 4-9) or equivalent level 2 qualification 	<p>Qualifications</p> <ul style="list-style-type: none"> Training undertaken within the field of hearing impairment, e.g. Communication Support Worker for Hearing Impairment, Audiological training, Deaf Awareness 	<p>Qualifications</p>
			<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge of the development of communication and signing skills in the home and in educational settings. Basic understanding of child development and learning processes and Special Educational Needs and Disabilities (SEND). Working knowledge of GDPR Knowledge of equality and diversity principles Understanding of safeguarding procedures for children 	<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge and understanding of child development and learning processes with hearing impairment and SEND. Understanding of Medway Education and SEND processes. Working knowledge of Synergy 	<p>Knowledge</p> <ul style="list-style-type: none"> Demonstrable CPD Specialist SEN Subject knowledge in relation to child development, SEND and hearing impairment.
<p>Experience</p> <ul style="list-style-type: none"> Some experience of working within the area of hearing Impairment and basic experience in sign language. Experience of working with specialist audiological equipment. Experience of working with children, families, and other professionals. Some experience of using ICT packages such as Word and Excel. 	<p>Experience</p> <ul style="list-style-type: none"> Experience as a Higher-Level Teaching Assistant working with children in different education settings and phases, from Early Years Foundation Stage (EYFS) – Key Stage 1-4 (KS) / Further Education (FE). Good experience of using ICT packages such as Word / Excel and Medway case management system Synergy. Experience of confidently checking specialist equipment (hearing aids, cochlear implants, bone anchored hearing aids, assisted listening devices) associated with a hearing loss and troubleshoot where needed. 	<p>Experience</p> <ul style="list-style-type: none"> Experience of contributing to the assessment of additional Specialist SEN needs in relation to child development and progress. Experience of contribution and engagement in local national SEND groups / forums. Experience of analysing and interpreting varied and complex information regarding a child's development and SEN, and use this information to develop strategies, anticipate challenges and identify solutions independently. Experience of independently deciding on appropriate 			

				<ul style="list-style-type: none"> • Experience of contributing to decisions on appropriate communication strategies to establish and develop communication with young children, including the use of sign language, oral communication, total communication and 'hand under hand' signing. 	<p>communication strategies to establish and develop communication with young children, including the use of sign language, oral communication, total communication and 'hand under hand' signing.</p>
			<p>Skills</p> <ul style="list-style-type: none"> • Ability to drive. • Able to use Microsoft programmes such as Word, Excel, Teams and Outlook • Good level of communication skills, with a focus on adapting approach depending on audience/situations • With support, be able to manage time effectively, plan own workload and set appropriate objectives and deadlines. • With support be able to analyse information, and consider alternative solutions, adapt to new ways of working where necessary. • Be able to do basic checking of specialist equipment (hearing aids, cochlear implants, bone anchored hearing aids, assisted Listening devices) associated with hearing loss. • To be able to implement given strategies to establish and develop communication with young children, including the use of sign language, oral communication, total communication and 'hand under hand' signing. • Be able to offer advice and guidance informally within recognised processes and policies. 	<p>Skills</p> <ul style="list-style-type: none"> • Able to proactively consider alternative solutions to problems, improve current work practices and support the actioning of this. • Able to deliver regular professional development including training independently, to guide the work of other adults in educational settings, supporting teaching and learning in the education. • Provide regular, detailed records, as required by the line manager, to be distributed to multi-agency partners, including progress reports and contribution to reports. 	<p>Skills</p> <ul style="list-style-type: none"> • Able to use British Sign Language to communicate with service users. • Independently use the most appropriate style and method of communication with people at various levels inside and outside of the organisation. • Ability to independently manage time effectively, planning own workload and setting appropriate objectives and deadlines with no supervision. • Able to implement and contribute to Speech and Language strategies and targets as part of specific interventions.

Vision Impairment Support Worker	Range 4	To support the Advisory Teachers for Vision Impairment in providing specialist support and advice to children, schools, and families where a child has vision impairment / additional learning need with oversight from Advisory Teachers, as and when required. See job profile for full duties.	Required for this level.	In addition to level A	In addition to levels A and B
			<u>Qualifications</u> <ul style="list-style-type: none"> GCSEs in English and Maths (grades 4-9) or equivalent level 2 qualification 	<u>Qualifications</u> <ul style="list-style-type: none"> Training within the field of vision impairment, rehabilitation or mobility training, Intervenor training. 	<u>Qualifications</u>
			<u>Knowledge</u> <ul style="list-style-type: none"> Knowledge of the development of communication skills in the home and in educational settings. Basic understanding of child development and learning processes' and SEND. Working knowledge of GDPR Knowledge of equality and diversity principles Understanding of safeguarding procedures for children 	<u>Knowledge</u> <ul style="list-style-type: none"> Knowledge and understanding of child development and learning processes with vision impairment and SEND. Understanding of Medway Education and SEND processes. Understanding of Braille / Moon and other tactile communication. 	<u>Knowledge</u> <ul style="list-style-type: none"> Demonstrable CPD Specialist SEN Subject knowledge in relation to child development, SEND and hearing impairment.
			<u>Experience</u> <ul style="list-style-type: none"> Some experience within the area of Vision Impairment, basic understanding of tactile communication / Braille. Experience of working with specialist equipment (including iPads / laptops) associated with vision loss. Experience of working with children, families, and other professionals. Some experience of using ICT packages such as Word, Excel and Synergy. 	<u>Experience</u> <ul style="list-style-type: none"> Experience as a Higher-Level Teaching Assistant working with children in different education settings and phases, from Early Years Foundation Stage (EYFS) – Key Stages 1-4 (KS) / Further Education (FE). Good experience of using ICT packages such as Word / Excel and Medway case management system Synergy. Experience of confidently checking specialist equipment (including iPads and laptops) associated with a vision loss and troubleshoot where needed. Experience of contributing to decisions on appropriate communication strategies to establish and develop communication with young children, including the use of tactile work, visual skills and communication. 	<u>Experience</u> <ul style="list-style-type: none"> Experience of contributing to the assessment of additional Specialist SEN needs in relation to child development and progress. Experience of contribution and engagement in local national SEND groups / forums. Experience of analysing and interpreting varied and complex information regarding a child's development and SEN, and use this information to develop strategies, anticipate challenges and identify solutions independently. Experience of independently deciding on appropriate communication strategies to establish and develop communication with young children, including the use of tactile work, visual skills and communication.
<u>Skills</u> <ul style="list-style-type: none"> Ability to drive. 	<u>Skills</u> <ul style="list-style-type: none"> Ability to manage time effectively, planning own workload and setting 	<u>Skills</u> <ul style="list-style-type: none"> Independently use the most appropriate style and method of 			

			<ul style="list-style-type: none"> • Able to use Microsoft programmes such as Word, Excel, Teams and Outlook • Good level of communication skills, with a focus on adapting approach depending on audience/situations. • With support, be able to manage time effectively, plan own workload and set appropriate objectives and deadlines. • With support be able to analyse information, and consider alternative solutions, adapt to new ways of working where necessary. • Be able to do basic checking of specialist equipment, (including iPads and laptops) associated with vision loss. • To be able to implement given strategies to establish and develop communication with young children, including the use of tactile work, visual skills and communication. • Be able to offer advice and guidance informally within recognised processes and policies. 	<p>appropriate objectives and deadlines with some supervision.</p> <ul style="list-style-type: none"> • Able to analyse information, and proactively consider alternative solutions to problems, improve current work practices and support the actioning of this. • Able to deliver regular professional development including training, independently, to guide the work of other adults in educational settings supporting teaching and learning in the education. • Provide regular, detailed records, as required by the line manager, to be distributed to multi-agency partners, including progress reports and contribution to reports. 	<p>communication with people at various levels inside and outside of the organisation.</p> <ul style="list-style-type: none"> • Ability to independently manage time effectively, planning own workload and setting appropriate objectives and deadlines with no supervision. • Able to implement and contribute to Speech and Language strategies and targets as part of specific interventions.
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