

Job Description

Job Title: Vision Habilitation Specialist

Department: Community Services

Primary Objectives:

To maximise the independence and inclusion opportunities for children and young people with a sight loss in education, social and leisure

To enable and encourage the achievements and aspirations of children and young people who have a sight loss

To deliver a high quality habilitation service to include, assessments, orientation and mobility, life skills training and group work for children & young people.

Main Duties:

1. To undertake initial and ongoing assessments of children and young people with a sight loss to establish mobility, independence and social needs
2. To develop, produce and deliver person centred training programmes for:
 - Orientation and Mobility
 - Independent Living Skills through 1:1 teaching and groupwork
 - Social skills
3. To assess for, and teach the use of low vision aids for mobility and independence
4. To encourage maximum independence and confidence by working with children indoors and outdoors in a variety of locations including educational settings, at home, routes to school, on public transport and in their local neighbourhoods.
5. To monitor the individuals progress, keeping records from visits, meetings and progress reviews and writing reports for schools and the Qualified Teachers of Visually Impaired learners.

6. To work to a developmental model of mobility and independence training, identifying need and introducing new skills at appropriate times on an ongoing basis.
7. To liaise with other professionals, services and voluntary agencies ensuring the needs of children & young people with a sight loss are identified and appropriately met.
8. To make relevant contributions to any review or assessment of an individual's special needs by attending or providing reports for case conferences, annual reviews and other meetings.
9. To meet parents in their homes to give advice on the effects of an individuals
10. Independence/mobility skills in school and the home environment.
11. To advise on the production of auditory and tactile diagrams, maps, plans etc. for orientation when required by the school or individual.
12. To maintain a caseload and produce required reporting and records of work.
13. To maintain CPD and keep up to date with developments in mobility and independence through attending courses, reading journals and attending regional/national meetings.
14. To manage time and travel efficiently and work flexible hours to meet the individual needs of children.
15. To conduct environmental accessibility audits of educational establishments, and to provide appropriate advice to assist with the inclusion of visually impaired learners.

Resources (refer to Guidance Notes):

a) People

Interaction with register clerk ensuring the smooth flow of referrals and new registrations.

Interaction with Special needs teaching service in relation to SLA deliverable and caseloads.

Interaction as required with external training providers to ensure CPD for self and team.

Adhoc interaction with external agencies (Guide Dogs, Action for the Blind and other VCS providers) when planning and delivering awareness events in relation to service objectives.

b) Financial

Standard work equipment, mobile phone, laptop/notebook

Some low value petty cash transactions

c) Non-financial

d) Special Factors

Some physical lifting of equipment is required for this post, on occasions dependant on caseload some outdoor working through mobility training or lifeskills work.

Can be subject to emotional situations from team difficult team members, a diverse team present many different situations which could be deemed abusive or aggressive.

Potential for abuse or aggression from members of the public when outdoor training.

Additional responsibilities

- 1) To ensure activities comply with current law
- 2) To operate within the law at all times, with particular reference to health and safety; safeguarding; equality and data protection legislation
- 3) To work flexibly, including additional hours from time to time to meet the needs of the job, and some unsocial hours working

Prepared by: SP / RS

Date: March 2019

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Person Specification

Criteria	Essential	Desirable	How Identified (e.g. form, interview, test)
Qualifications & Training	Recognised Habilitation Officer qualification for Visual Impairment or working towards	Rehabilitation Officer qualification for adults	Application form
Experience	<p>Experience of working with children and young people with disabilities</p> <p>Experience of planning and delivering mobility programmes to visually impaired people</p> <p>Experience of preparing and delivering programmes of daily living skills to visually impaired people.</p> <p>Experience of training visually impaired children including those with additional disabilities</p> <p>Experience of assessment of VI children's habilitation needs.</p> <p>Experience of conducting risk assessments with children.</p> <p>Experience of assessing and training children in the use of low vision aids.</p>		Application form/ interview
Skills & Knowledge	Knowledge of the mobility and independence curriculum for children with visual impairments		Application form/ interview

	<p>Knowledge of child Development</p> <p>Ability to maintain appropriate records, write programmes and reports.</p> <p>Ability to work independently and as part of a team.</p> <p>Ability to organise own caseload, prioritise tasks and organise time management.</p> <p>Ability to deliver in service training in liaison with other team members.</p> <p>A positive approach to the development of mobility and independence with children.</p> <p>ICT skills</p> <p>An understanding of, and commitment to equal opportunities.</p> <p>A commitment to inclusive practices in education.</p>		
Personal Qualities	<p>Good interpersonal skills.</p> <p>Able to adapt to change</p> <p>Persuasive/encouraging</p>		
Other	<p>Driving Licence</p> <p>Access to a Vehicle</p>		