

Job Description

Job Title	Learning Support Mentor of the Visually Impaired
Directorate	Children Services
Service Area	Sensory Service
Grade	5
Competency Level	1
Salary	£31,022 to £35,412
Job Type	Hybrid
Location	Parklands Customer Focus Centre
Disclosure and barring service (DBS)	Enhanced DBS with Child Barred List (Child Workforce)
Job Evaluation Ref No	A10147

Job Purpose

To provide specialist support to young children with visual impairments and their families, both within nursery/ school settings and in the home, fostering inclusive early development and learning.

The Learning Support Mentor will work collaboratively with parents, carers, and multi-disciplinary teams to promote the child's sensory, emotional, and social development, ensuring that each child has access to tailored learning experiences that meet their individual needs. This role aims to empower families, enhance the child's independence, and facilitate a smooth transition into educational environments.

To provide high-quality, inclusive early years education and care for children with vision impairment (VI), ensuring their developmental needs are met in line with the Curriculum Framework for Children and Young People with Vision Impairment (CFVI). The Learning Support Mentor of the VI will work collaboratively with families, specialist teams, and nursery/school staff to support learning, independence, and wellbeing both in nursery and home environments.

Directly Responsible To:

Operational Leader for the Sensory Service (VI), Qualified Teacher of the Visually Impaired (QTVI).

Main Areas of Responsibility:

- Supporting the QTVI in the planning, delivery and evaluation of EYFS learning and development for children with VI
- Supporting families of Children and Young people with a VI by:
- Supporting the QTVI in functional vision assessments (in the home and/or settings) and in the supporting families and EYFS practitioners in settings with implementing advised recommendations and targets

- Providing home visits to those children who are not attending EYFS settings to provide learning and developmental activities and support families with this
- Providing families with tools and techniques to reinforce communication at home
- Supporting parents in promoting independence within the home setting
- Work in partnership with the QTVI in the planning of learning activities including the adaptations, materials and direct support that pupils with VI will need to be included and make progress
- Support the delivery of learning by:
- Implementing the Curriculum Framework for Children with VI (CFVI)
Providing direct support as agreed with QTVI/Operational Leader. This may include pre- learning support to ensure EYFS Children with VI have the necessary knowledge and familiarity with the resources, skills and concepts to be used to access their learning activities and play. It may also involve post activity learning to check understanding. A scaffolding approach is provided in EYFS
- Adapting resources and teaching materials as necessary so that the pupil can access the learning activity and achieve the objectives set for them as far as possible independently. This includes adaptation for child-initiated learning and play, to ensure objectives are met.
- Developing foundation skills in preparation for the use of specialist formats (e.g. pre- Braille as part of sensory development from the CFVI) as appropriate
- Developing pre- skills in the use of technology and IT resources as required. In EYFS this involves tactile awareness and discrimination as part of the CFVI
- Support the EYFS teacher and practitioners/ QTVI in evaluating the VI pupils' learning and access by:
- Providing constructive feedback on the how the child has responded to the lesson/learning activity

- Discussing any barriers experienced in providing the support the pupil(s) needed
- Working collaboratively with the QTVI in providing training and support to EYFS specialist staff in their settings around planning and delivering the EYFS curriculum for a child with VI
- Delivering direct intervention sessions based on targets identified by the QTVI and providing feedback on this
- Contribute to the maintenance of pupil records as agreed with the QTVI and/or Operational Leader and help to maintain the record keeping system
- Support the use of any technology and optical aids to promote the pupil's learning
- Support pupils' social and emotional development by:
- Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem
- Providing support to enable the pupil(s) to have the opportunities to participate in all setting/school activities, to make choices and take decisions for themselves as developmentally appropriate
- Encouraging pupils to reflect upon their own progress and to take an active part in reviews of their progress, as developmentally appropriate
- Delivering programmes designed by specialists to support this area as appropriate
- Encouraging other pupils to develop an empathy and emerging understanding of the needs and skills of a VI pupil
- Develop and maintain strong partnerships and communication with parents/carers to facilitate day-to-day caring and early learning needs
- Participate in training and other learning activities to develop the competencies to effectively support EYFS pupils (birth to 5 years) with VI and to ensure knowledge and skills are kept up to date
- Participate in the transition between EY settings and primary school

Supervision and Management Responsibility:

- No supervisory or line manager responsibility

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

Physical Demands of the Job:

- This post is a combination of office work and field work. It will involve sitting for long periods of time and a requirement to travel to meet service needs

Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance

- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level 1.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- NVQ Level 3 or equivalent practical experience/professional development within Early Years (A)
- Level 2 Brailist qualification or commitment to completing qualification within 1 year (A/I)

Desirable

- General understanding of foundation stage curriculum and other basic learning programmes/strategies
- Knowledge & understanding of the implications of vision impairment for a young person
- Knowledge and understanding of the CFVI for young pupils with vision impairment

Experience

Essential

- Experience of working with visually impaired children (A/I)
- Experience of working with and supporting children who are in EYFS (A/I)

- Ability to work closely in collaboration with others supporting the child with VI, including the QTVI, parents and early years practitioners (A/I)

Desirable

- Ability to use ICT and to learn new ICT skills
- Ability to build a rapport with learners, including younger children and babies
- Experience of supporting children with additional needs
- Understanding of early language development and implications of visual impairment
- Have gained an insight into the needs of visual impaired pupils and their families

Skills/Abilities

Essential

- Ability to work independently and as part of a team (A/I)
- Ability to use a variety of specialist resources, including equipment, with young child who have vision impairment (A/I)
- Ability to differentiate learning activities for EYFS children with a VI (A/I)

Desirable

- Excellent interpersonal skills
- Ability to support children and their families around their VI diagnosis where needed and appropriate
- Be able to work in a variety of settings across the City
- Awareness of importance of confidentiality
- Ability to organise time effectively, creating work schedules, prioritising workload and meeting deadlines

- Confidence to work with other professionals outside the Sensory Service
- Ability to keep accurate records
- Motivated to engage in professional updates and further training to maintain specialist skills at an appropriate level
- Understanding of the principles of inclusion
- Understanding of a range of strategies and approaches to address the implications of a sensory loss in an educational setting
- Ability to be proactive, enthusiastic and committed by taking ownership to ensure tasks are delivered

Commitment

Essential

- Commitment to motivate and inspire every child to explore their abilities, build confidence, and achieve their full potential (A/I)

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

Other

Essential

- This post is subject to an Enhanced Disclosure and Barring Service (DBS) check