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| **Post title:** | Habilitation Officer |
| **Grade:** | I |
| **Responsible to:** | Lead of Hearing and Vision Teams |
| **Staff managed:** | None |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Vision Team |
| **Job family:** | **OS - Operational Support** |
| **Date of issue:** | September 2023 |

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| Job context |
| * The Inclusion Service works in partnership with all schools and settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people with SEND. This role fits within our centrally managed services of the hearing and vision teams. This role involves spoken communications so a confident use of English language is required. The role holder will be required to support children and young people (CYP) who have a vision impairment, improve their mobility and independence skills. * This will be achieved by working directly with CYP with a vision impairment; training families and staff within settings and writing and implement intervention plans. * As this post is with children and young people, an enhanced DBS is required. * This post is peripatetic and involves working across North Yorkshire.   This role involves spoken communications so a confident use of English language is required. |

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| Operational management: | * To manage a peripatetic caseload as specified by the line manager and in accordance with service policies. * Assess the needs of children and young people with vision impairment and develop programmes of support based on their assessment. * Write and implement individual Intervention Plans that outline the next steps for a child or young person to develop further mobility and independent living skills. * Work in a range of environments, including the home and area around the home, educational and public settings. * Provide support at times of transition within and between these settings. * Provide age-appropriate, on-going training that teaches children and young people with a vision impairment, to move safely and efficiently – indoors and outdoors - in their home, school, college, work and community settings, and as independently as possible. * Provide a range of training, from basic skills to enable independence in indoor and campus environments, to cane training and safety skills. * Deliver structured individual or group sessions, teaching independent living skills in educational settings and/or homes. * Deliver a range of training sessions in orientation, mobility, independent living skills. * Risk assess indoor and outdoor routes and audit environments in relation to safety and accessibility for a children and young people with a vision impairment. * To provide advice and guidance around environmental accessibility of educational, recreational and work experience settings, and to provide recommendations to assist with the inclusion and safety of people with sensory needs. * Actively promote inclusive learning environments, including raising awareness of all forms of access to communication including but not limited to print, Braille, Moon, audio description, ICT, assistive technology, telephones, Deaf-blind manual and block alphabet. * Regularly work with other professionals to share expertise and knowledge about their students and to ensure the holistic needs of children and young people are supported. * Provide advice, information and assistance to parents, carers and others in close contact with children and young people in order ensurreinforcement of training programmes and to raise their awareness of vision impairment and resources available. * Maintain an awareness of current thinking, research and relevant developments in the area of habilitation and habilitation training, in order to ensure practice is cutting-edge. * Maintain detailed records of habilitation provision for students on caseload, complete written reports as required and support students in discussions and decisions about their needs and wishes including contributions to EHCP plans. * Work in partnership with QTVIs to deliver all the above * Work within the boundaries and ethos of NYC policies and procedures |
| Resource management: | * Ensure working time is maximised and used efficiently maximising the use of technology where appropriate. * Awareness of decision making on financial resources. * Keep abreast of new resources and approaches to supporting schools and setting and children with VI so they can be used to inform team practice. * Contribute to the training and induction plan for the VI team, SENCos, schools and settings, governors and other key stakeholders. * Contribute to the development and delivery of traded work across the teams. |
| Partnerships: | * To work collaboratively with other professionals within the multi-disciplinary teams and CYPS and health services to ensure the holistic needs of children and young people are supported. * Develop and sustain integrated working and effective relationships with health, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people, specifically the SEND locality hub. * Share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support. * Consult/liaise with other professionals to ensure effective communication/integrated approach to children. * Work in partnership with parents/carers, other agencies, independent practitioners and voluntary organisations as appropriate. |
| Strategic management: | * Contribute to the future priorities for strategic development of VI. * Work within the boundaries and ethos of school/service policies and procedures. |
| Communications: | * Listen and build empathic and respectful trusting relationships with children, young people, families, schools and other professionals through clear systems, effective rapport and feedback. * Ensure appropriate confidentiality in all interactions. * Support, understand and promote the role and value of families and carers as partners in supporting their children to achieve positive outcomes and maintain an open approach to parental involvement. * Ensure that views of VI children and young people and their parents/carers inform service planning and network development. |
| Systems and information: | * Provide data on children and young people’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management. * To keep appropriate and timely records and case notes. |
| Safeguarding: | * Ensure appropriate confidentiality in all interactions. * Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. * Involve learners when taking actions that concern them. * Communicate, record and report actions and outcomes using the most appropriate format e.g. service recording forms * Use clear, accessible language when communicating. * Comply with the County Council’s policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality. * Ensure that information sharing protocols for children and young people, and their families, as set out in the General Framework for Information Sharing in North Yorkshire (2005) are adhered to. |

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| Person Specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience   * An understanding of the needs of CYP with vision impairment and multi-sensory impairment. * A working knowledge of current legislation and regulation. In particular in Disability Discrimination, Care Standards and Planning * Practise in accordance with the National Occupational/Habilitation Standards for Specialist Sensory Workers. * Experience of working within an educational and home setting. * Experience of working with children and young people with a vision impairment. * Experience of assessment, needs/risk assessment, environmental audits, mobility, independence. * Experience of preparing, delivering and monitoring programmes of daily living skills/cane skills/road safety, bus travel, access to shopping centre’s /supermarkets * Experience of working as part of a team, and with a range of other professionals * Experience of working with parents/ carers | * Competent at Grade II Braille * Knowledge of accessible technology and adapted resources and skills * An understanding of the needs of CYP with learning disabilities, physical disabilities, Autistic Spectrum Condition and mental health needs * Experience of working with children and young people with additional difficulties. |
| Occupational Skills   * Excellent verbal & written skills * Excellent interpersonal & communication skills * Excellent personal and time management skills * Skilled in delivering in service training * Excellent ICT skills * Ability to work collaboratively with others * Excellent recording and report writing skills * Excellent assessment skills and target setting * Ability to devise appropriate teaching materials | * Ability to deliver in-service training |
| Behaviours   * [link](https://www.northyorks.gov.uk/your-council/our-role-structure-and-objectives#accordion-content-0-0) |  |
| Professional Qualifications - One of these is required   * Graduate Diploma: Specialist Qualification in Habilitation and Disabilities of Sight (Children & Young people) or equivalent * Nationally recognised qualification in habilitation training for children and young people with vision impairment * Trainee undertaking year 2 of Habilitation and Disabilities of Sight Graduate Diploma * Rehabilitation Officer Diploma/Certificate with relevant C&YP experience. * Qualified Teacher of the Visually Impaired with recognised mobility qualification. |  |
| Other Requirements   * Positive can do attitude, solution focused approach. * Able to work alone and as part of a team * Able to manage time effectively * Excellent, proven organisational skills * Use of own car to travel across the County * Flexible working procedures to maximise efficiency |  |

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| Career progression: |
| * At NYC we value our employees, and as part of this we can provide wider opportunities to progress in your career. Through discussion with your manager identify areas of interest and consider avenues to progress to them, e.g. apprenticeships and work shadowing/coaching. * As a large council we have a range of roles, across our services, and can provide a wealth of career and development opportunities to help our employees find fulfilling career development opportunities. |

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| Structure |
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NB – Assessment criteria for recruitment will be notified separately.  
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.