

Job Title	<i>Multi-Sensory Intervenor (Qualified)</i>
Responsible to	<i>Senior Leadership Team</i>
Key Internal Contacts	<i>Other staff within the education team</i> <i>Staff in other departments within the service</i> <i>Staff in other services in the region</i> <i>Regional office staff</i>
Key External Contacts	<i>Pupil relatives, advocates and others</i> <i>Placing Authorities and Service Providers</i> <i>Registration, Regulatory and Inspection bodies</i> <i>Local Services – Statutory, Voluntary and Community Neighbours</i>

JOB PURPOSE

- To provide specialist intervention support to children and young people with multi-sensory impairment (MSI/deafblindness), enabling them to access learning, communication, social interaction, independence, mobility and environmental information. The post holder will work as part of a multidisciplinary team and implement programmes developed in collaboration with teachers, therapists and other professionals (including the Teacher of the Deaf, MSI Teacher).
- The post holder will promote each pupil's independence, communication, wellbeing and participation across educational, residential and community environments in accordance with Company policies, statutory guidance and NatSIP principles of practice.

KEY TASK AREAS & RESPONSIBILITIES

Supporting Pupils with Multi-Sensory Impairment

- Provide consistent one-to-one or small group intervention support for pupils with multi-sensory impairment.
- Facilitate access to all aspects of the curriculum through the use of specialist MSI strategies and approaches.
- Support pupils to access information that may otherwise be unavailable due to combined vision and hearing impairment.
- Act as a communication partner, facilitating the development and use of individual communication systems, including:



- Objects of reference
 - Tactile symbols
 - Tactile signing
 - British Sign Language (BSL)
 - Hands-on signing
 - Speech and language approaches
 - Assistive technology and communication aids
- Promote the development of social communication, emotional regulation and interpersonal relationships.
 - Support pupils to develop independence skills, self-advocacy and decision-making.
 - Facilitate access to environmental information and promote safe participation in school and community activities.
 - Support pupils in developing orientation, mobility and independent living skills as directed by specialist professionals.
 - Assist pupils to access learning opportunities, educational visits, enrichment activities and community-based experiences.

Educational Support

- Work under the direction of teaching staff and specialist MSI professionals to implement individual learning programmes.
- Contribute to planning, preparation and adaptation of resources to ensure accessibility for pupils with sensory impairments.
- Modify learning materials into appropriate formats including tactile, auditory and enlarged resources.
- Observe, monitor and record pupil progress against agreed targets and outcomes.
- Contribute to Education, Health and Care Plan (EHCP) reviews, annual reviews and multidisciplinary meetings.
- Support the assessment of communication, independence and sensory access needs through systematic observation and recording.
- Maintain accurate records relating to pupil progress, communication, wellbeing and participation.

Sensory Access and Specialist Support

- Ensure pupils have effective access to hearing, vision and communication equipment.
- Undertake routine checks of specialist equipment and report faults promptly.
- Support pupils to use hearing aids, radio aid systems, cochlear implant accessories, magnification devices, tactile resources and other specialist equipment as appropriate.
- Assist in creating sensory-accessible learning environments.

- Promote understanding of multi-sensory impairment amongst colleagues and contribute to inclusive practice across the service.

Partnership Working

- Work collaboratively with teachers, therapists, families and external professionals.
- Contribute to a consistent approach between education, residential and home environments.
- Share information appropriately to support pupil outcomes whilst maintaining confidentiality.
- Attend and actively participate in professional meetings, reviews and training activities.

Safeguarding and Wellbeing

- Safeguard and promote the welfare of all pupils at all times.
- Support pupils with personal care, medical needs and mobility requirements where appropriate.
- Maintain a positive, person-centred approach that respects dignity, choice and individual preferences.
- Assess and manage risk effectively in educational and community settings.

GENERAL

- Ensure awareness that the service operates to agreed budgets and contribute to keeping within these budgets as instructed
- Exercise vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others
- Report issues and/or incidents relating to staff and Service Users that have arisen in the day promptly to the relevant Line Manager or appropriate person
- Operate at all times in accordance with Company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies
- Participate in training and take responsibility for personal development
- Participate in team meetings, supervisions and annual reviews in accordance with Company policy and the standards set by the Regulatory Body
- Work to promote the Centre as a valued, professional asset within its community and conduct themselves at all times in a manner that reinforces this image
- Ensure that all actions are in the interests of the Service Users and the Company.
- To work to and exhibit the values of the Company and maintain standards of behaviour in accordance with Company policies, procedures and practices
- To carry out any other reasonable and relevant duties as required

PERSON SPECIFICATION

Experience	Essential	Desirable
Experience supporting children or young people with multi-sensory impairment (deafblindness).	✓	
Experience working with children or young people with complex communication needs.	✓	
Experience supporting pupils with SEND in educational, residential or community settings.	✓	
Experience implementing communication programmes and sensory support strategies.	✓	
Skills & Attributes	Essential	Desirable
Understanding of the impact of combined vision and hearing impairment on learning and development.	✓	
Knowledge of person-centred approaches and inclusive practice.	✓	
Ability to facilitate a range of communication methods.	✓	
Ability to work effectively within a multidisciplinary team.	✓	
Excellent observation, recording and reporting skills.	✓	
Ability to promote independence and participation.	✓	
Good organisational and IT skills.	✓	
Knowledge of NatSIP guidance and MSI best practice.		✓
Understanding of assistive technology used by pupils with sensory impairments.		✓
Knowledge of orientation and mobility principles.		✓
Qualifications & Training	Essential	Desirable
NatSIP Multi-Sensory Intervenor Qualification (or recognised equivalent).	✓	
British Sign Language qualification		✓
Training in deafblind communication approaches.	✓	
GCSE English and Maths (Grade C/4 or above) or equivalent	✓	
Strong professional development record linked to Multi-sensory Impairment	✓	
Other	Essential	Desirable
Patience, persistence, flexibility	✓	
Commitment, resilience, sensitivity, sense of humour	✓	
Optimistic, professional attitude	✓	