

Role profile

Job Title:	Habilitation Officer	Grade:	Trainee: Grade 9 Qualified: Grade 10
Department:	Sensory Support Service (SENS)	Post number:	Trainee: 06857 Qualified: 06856
Directorate:	Children	Location:	Perceval House

Role reports to:	Qualified Teacher of Visual Impairment
Direct reports:	None
Indirect reports:	None

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Working Pattern: Term-time only, plus 2 additional weeks across school holiday periods. These additional weeks may be used flexibly to provide home-based or community-based habilitation support.

Purpose of role

The purpose of the role is to support children and young people (0–25) with vision impairment to develop independence, mobility, orientation and daily living skills.

The work entails working closely with the Advisory Teachers for Visual Impairment to provide a full range of rehabilitation skills on sight substitution and sight enhancement following a needs led specialist assessment to promote independence and reduce risk so that children and young people with a sight impairment can develop mobility and independent living skills in educational settings and in their home environments.

The post may be appointed at trainee or qualified level.

Trainee applicants will undertake the relevant Habilitation Training Programme while developing practical skills under supervision.

To be appointed as Qualified, applicants will need to possess the Specialist Qualification in Habilitation and Disabilities of Sight (Children and Young People) Graduate Diploma. They will assess needs, plan programmes, and independently deliver and evaluate habilitation support.

Key Accountabilities

- Assess habilitation needs following referral through specialist assessment. Effectively assess the needs of blind and partially sighted children and young people.
- Prepare electronic reports and provide mobility and independent living skills programmes
- To provide advice and information in different formats to children and young people, staff in educational settings, parent /carers and professionals and to produce assessment and support plans.
- Implement habilitation programs for users and carers to promote independence and reduce risk including training, advice and provision of equipment.
- To consult with health, education settings and other organisations to gain a greater understanding about a child's visual condition and the functional impact for the child or young person.
- Monitor and review services and equipment – i.e. to undertake reviews/reassessments to ensure equipment and rehab are still meeting identified and assessed care and support needs.
- To assist with planning and delivery of INSET to groups of people including parents and professionals.
- To devise and deliver programmes for mobility and independence skills for children and young people at school, in the wider community and within the home location and where appropriate deliver one to one teaching to ensure skill development.
- To work with pre-school; school aged children and young people, to enable a continuum of support during the transitional phase into adult services, including children and young people in special schools.

- To liaise with, and work closely alongside, qualified teacher of the visually impaired and a wide range of other professionals to promote and facilitate the mobility and independence skills of the children and young people.
- To assist with the allocation and ordering of specialist equipment for mobility and independent living skills.
- To make appropriate referrals to other agencies including Adult Services to ensure seamless transition to access services for visual impairment.
- To work in partnership with the QTVI and the rest of the VI team to support the inclusion of CYPVI.

Key performance indicators

- Individual case work successfully carried out in line with service guidance and council policies
- Providing written records within agreed timescales

Key relationships (internal and external)

- Children and young people, their parents/carers, teachers, non-teaching staff, other professionals within Ealing Council and Ealing Community Partners

Authority level

N/A

Additional Requirement

N/A

Person specification

Community and partnership working are essential for all roles as are a commitment to Equality, Diversity and Inclusion and ensuring Health and Safety at Work for everyone working at Ealing Council.

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Essential knowledge, skills and abilities

- Graduate Diploma in Rehabilitation Studies in Visual Impairment or equivalent or willingness to gain the qualification through a period of part time study.
- Ability to carry out low vision assessments and train people with varying eye conditions - outdoor mobility, orientation, mental mapping and cane skills.
- Knowledge of specialist equipment.
- Training in daily living skills, including complex daily living skills
- Ability to manage your time effectively and with flexibility, use initiative, work independently and as part of a team.
- Ability to use electronic means to write clear and concise reports and keep accurate records of work undertaken,
- Good clear and adaptable communication skills, both written and verbal.

Essential qualification(s) and experience

- First degree or a minimum qualification equivalent to Qualifications and Credit Framework (QCF) Level 4 plus extensive relevant work experience.
- Experience of working with children and young people including those with additional needs 0-25 years.
- Experience of planning and delivering training sessions to parents and professionals.
- *To be on the higher grade, the post holder will need to possess the Specialist Qualification in Habilitation and Disabilities of Sight (Children and Young People) Graduate Diploma.*

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
• Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues	• Does what they say they will do on time • Is open and honest • Treats all people fairly	• Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents	• Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures	• Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards