

Job Description

Job Title:	Classroom Assistant to support a Visually-Impaired Staff Member
Grade/Salary:	Grade 4, Scale Point 5 - 6
Reporting To:	Deputy Headteacher/Headteacher

Job Purpose

To provide targeted, respectful support to a visually-impaired staff member to enable them to carry out their professional duties safely, effectively, and independently wherever possible.

This role focuses on removing visual barriers, not completing tasks on their behalf unless required. Such barriers include notifying the teacher of visual cues they can't see (hands raised, behaviour issues, visual demonstrations), monitoring practical activities to support safety, alerting the teacher to respond to safeguarding situations and supporting the teacher in any emergency situation.

This role is funded by Access to Work. The post holder will be expected to provide some classroom support to pupils.

Key Responsibilities and Accountabilities

Primary Duties

- Provide ongoing visual awareness throughout lessons and around the school environment, ensuring the teacher is informed of anything they may not be able to see. This includes monitoring classroom dynamics, alerting the teacher to important visual cues, and offering clear, timely verbal descriptions where needed.
- Observe pupils' behaviour closely, noting early signs of disengagement, low-level disruption, unsafe actions, or any incidents the teacher may be unable to see. Communicate observations discreetly and promptly so the teacher can respond effectively while maintaining authority in the classroom.
- Continually assess the environment for potential hazards such as bags, chairs, spillages, loose cables, or unexpected obstacles. Ensure the classroom, corridors, and workspaces remain safe and navigable for the teacher, making adjustments where necessary and reporting hazards that require further action.
- During subjects involving movement or equipment give additional visual support to ensure safe practice.
- Inform the teacher of raised hands, facial expressions, pupil responses, and other subtle visual cues. Assist in monitoring engagement and participation so the teacher can respond inclusively to all pupils.
- Observe pupils' interactions, physical presentation, emotional wellbeing, and any behaviour that may indicate a safeguarding issue which the teacher might not visually detect. Communicate concerns promptly and appropriately, following the school's safeguarding procedures.

Secondary Duties (General Support Assistant Responsibilities)

- Provide general classroom support by assisting with routine teaching tasks such as preparing resources, setting up activities, and supporting pupils during independent or group work.
- Support individual or small groups of pupils as directed by the teacher, helping reinforce learning, encourage participation, and maintain engagement.

- Assist with administrative tasks, including photocopying, filing, organising materials, updating displays, and preparing classroom resources to support smooth lesson delivery.
- Supervise pupils in non-teaching times, such as during transitions, breaktimes, lunchtimes, and at the start or end of the day, ensuring their safety and wellbeing.
- Help maintain an orderly and positive learning environment by encouraging good behaviour, reinforcing expectations, and supporting the teacher in applying behaviour policies.
- Contribute to pupil welfare by offering reassurance, supporting emotional regulation where appropriate, and promoting inclusion for all learners.
- Support with classroom organisation and tidiness, ensuring resources are stored appropriately, shared areas are kept orderly, and teaching spaces are ready for use.
- Assist with preparing and clearing away activities, including practical subjects, ensuring equipment is safe, accessible, and managed appropriately.
- Attend relevant training, meetings, and briefings, contributing to the wider work of the school and supporting whole-school initiatives.
- Communicate effectively with staff and pupils, passing on relevant information promptly and maintaining professionalism and sensitivity at all times.

Responsibilities for People

- None

Responsibilities for Resources

- Effective use of materials and resources

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

Core responsibilities and Duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals
- Work effectively as part of team;
- Attend relevant meetings, as required
- Participate in training and other learning activities and performance development as required
- Treat all users of the school with courtesy and consideration

- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required;

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Person Specification

No.	CATEGORIES	ESSENTIAL/ DESIRABLE	Assessed by:	
			APP FORM	INTERVIEW/ TASK
Qualifications/Training				
1	Level 2 Numeracy/Literacy qualifications	E	✓	
2	4 or more GCSEs at Grade 4/Grade C or higher (or equivalent grades/qualifications)	D	✓	
3	Qualifications in supporting students in a school setting (Level 2 or 3)	D	✓	
4	Understanding the purpose and role of learning support.	E	✓	✓
5	Understanding of Safeguarding and Child Protection issues.	D	✓	✓
Experience				
6	Experience of basic technology, PC, internet, MS Office packages.	E	✓	✓
7	Experience of working with, or caring for, children or young people of relevant age.	E	✓	✓
8	Experience of working in a school environment	D	✓	✓
9	Understanding of First Aid	D	✓	
10	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations.	D	✓	✓
Abilities, Skills And Knowledge				
11	Work as an effective team member and apply directions/instructions	E	✓	✓
12	Ability to relate well to children and young people	E	✓	✓
13	Able to apply written and verbal instructions	E	✓	✓
14	Able to set up basic, and routinely use, equipment and resources under the instruction of the teacher	E	✓	✓
15	Able to organise self to plan and complete tasks	E	✓	✓

No.	CATEGORIES	ESSENTIAL/ DESIRABLE	Assessed by:	
			APP FORM	INTERVIEW/ TASK
16	Able to communicate effectively with young people and adults (parents, other staff).	E	✓	✓
17	Able to use initiative to support learning, with some guidance and support from the teacher.	D	✓	✓
18	High personal standards	E	✓	✓
19	Able to seek support, when required.	E	✓	✓
20	An excellent record of attendance and punctuality	E	✓	
21	Reliability, integrity and stamina	D	✓	
22	Respect confidentiality	D	✓	✓
23	Commitment to personal development and learning	D	✓	✓