JOB DESCRIPTION

Job Title	Habilitation Specialist		
Service	Children and Families		
Reporting to	Senior Inclusion Lead for Complex Physical Needs and Sensory Loss		
Grade	10		
Evaluation ref:	AG0486	**Job Family ref:**	

Role Purpose

The Habilitation Specialist is responsible for providing a specialist, countywide habilitation service for children and young people aged 0 to 25 who are Vision Impaired, enabling them to develop the mobility, orientation and independent living skills needed to participate safely and confidently in their home, education and community environments. The role will undertake specialist assessments, environmental audits and risk assessments, and design, deliver and regularly review individualised habilitation programmes that achieve measurable outcomes and support preparation for adulthood.

The role supports the development, co-ordination and quality assurance of the habilitation service, working in partnership with children and young people, families, education settings and professionals across health, social care and other agencies. The role will provide specialist advice, training and professional guidance to staff, contribute to Education, Health and Care Plans and transition planning, and monitor service delivery to ensure that provision is safe, effective and informed by national standards, emerging practice and the individual needs and aspirations of children and young people.

Accountabilities

1. Provide a County wide service in assessing the mobility and independence requirements of children and young people 0-25 and audit and take account of their learning environments as part of the process.
2. Contribute to and review specialist Education Health and Care Plans (EHCPs).
3. Contribute to the creation and development of the habilitation service.
4. Achieve clear positive outcomes for children and young people who are Vision Impaired by co-ordinating all aspect of provision of Habilitation (mobility and Independent Living) through devising, delivering and regularly reviewing mobility and independence skills programmes for identified children and young people, by giving one-to-one individual instruction in school, home and community settings.
5. Conduct Habilitation Assessments when appropriate for all children and young people open to the Habilitation Service and compile Habilitation FVA reports.
6. Plan and deliver and evaluate training in habilitation to staff working with CYP with VI, and for peer groups of such pupils/students.

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7. Work with, advise and assist other internal and external professionals, practitioners, families, young people and settings in order that the importance and implementation of independent living and mobility skills are understood and are enabled to be part of a broad and balanced curriculum and daily experience.
8. Manage, advise and train specialist teaching assistants to monitor and manage the implementation of specialist mobility and independence programmes.
9. Keep up to date with developments in the field. Promote a positive profile for the service and operate as a reflective practitioner in direct work and in the training and support of others.
10. Develop transition working policies and contribute to successful transition between schools/school phases and into adult life for children and young people on caseload.
11. Work as a member of the specialist Vision Support Team to ensure effective multi-agency working and a partnership approach to families and people.
12. Follow Habilitation Professional Quality Standards and bring relevant knowledge and skills to development planning and service reviews.
13. Develop and implement risk assessments for programmes delivered directly and undertaken by others under instruction.
14. Develop and maintain appropriate and effective record keeping working within agreed systems and processes.
15. Advise management, including the Senior Inclusion Lead and Lead Teacher, on emerging issues and action required, provide evidence of service delivery and quality with respect to Mobility and Independence.
16. Enable young people, families and practitioners to share experiences and their own expertise.
17. Contribute to own and service performance management through agreed processes and effective teamwork.
18. Supervise the issue and use of specialist auxiliary/mobility aids and services provided through the service in relation to mobility and independence.
19. Maintain close links with Adult Social Care Mobility and therapy colleagues and other providers as appropriate, to ensure a clear and consistent approach to referral, roles and responsibilities and professional support with respect to mobility and independence.
20. Monitor service delivery of mobility and independence programmes against agreed quality indicators, mindful of health and safety, safeguarding, pupil voice and lifelong outcomes. Periodically evaluate, monitor and report on the work of the Habilitation Service, including comparison with published Quality Standards, and use the results to inform future planning.
21. Devise, deliver and monitor the impact of specialist training in mobility and independent living skills, delivered within and from the Vision Support Team. Manages an intervention programme for two Higher Level Teaching Assistants.

22. Participate in providing written advice on environmental adaptations required to support children and young people's independence and safety in their learning environment(s).
23. Assess children and young people where appropriate, for registration purposes when alternative local authority arrangements are not available.
24. Undertake a key worker role in identified cases where co-ordination of service arrangements and family requirements have mobility and independence as a priority service.
25. Promote the welfare of children and young people and where relevant support schools and early years settings in safeguarding children though relevant policies and procedures. Take every reasonable step to ensure that children and young people are protected and ensure all suspicions and allegations of abuse are taken seriously and responded to swiftly and appropriately.

Knowledge / Experience / Qualifications / Skills		
	Essential	Desirable
Knowledge		
Understanding of inclusive practice and how specialist support enables children and young people with SEND to access learning, participate fully and achieve positive outcomes.	X	
Knowledge of child development and the impact that visual impairment, SEND and complex needs can have on learning, mobility, independence and wellbeing.	X	
Knowledge of the statutory SEND framework, including Education, Health and Care Plans and multi-agency approaches to assessment, planning and review.	X	
Knowledge of safeguarding, risk management and health and safety requirements when working with children and young people across a range of settings.	X	
Knowledge of Habilitation Quality Standards, habilitation principles, national guidance and best practice, or the ability to acquire and apply this knowledge through an agreed programme of specialist training and professional development.	X	
Knowledge of transition planning and preparation for adulthood for children and young people with SEND and visual impairment.		X

Knowledge of services, pathways and professional networks supporting children and young people with visual impairment and their families.		X
Knowledge of quality standards, service development and outcome-focused approaches within specialist SEND services.		X
Experience		
Experience of applying safeguarding, risk management and health and safety practices when supporting children and young people in a range of environments.	X	
Experience of working directly with children and young people (0-25) with SEND and/or complex needs within education, health or social care settings.	X	
Experience of planning, delivering and reviewing structured interventions or programmes that support learning, independence and positive outcomes.	X	
Experience of working collaboratively with families and multi-agency professionals, contributing to assessment, planning and review processes.	X	
Experience of maintaining accurate records and producing clear reports, recommendations and professional advice.	X	
Experience of working with children and young people with visual impairment and/or sensory needs.	X	
Experience of supporting preparation for adulthood and transition planning across education, health and social care services.		X
Experience of contributing to service development, quality assurance, policy development or evaluation activity.		X
Experience of delivering training, coaching or professional support to colleagues, support staff or partner organisations.		X

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Qualifications / Registrations / Certifications		
A recognised Habilitation qualification, or the ability to undertake and successfully complete the recognised qualification within an agreed timeframe following appointment or the ability to demonstrate relevant underpinning skills/experience and a clear commitment to undertake and successfully complete the recognised qualification within an agreed timeframe (e.g. within 24 months of appointment).	X	
Professional qualifications, training or specialist experience relating to visual impairment, SEND, mobility and independence, assistive technology, safeguarding, leadership or multi-agency working.		X
Skills		
Ability to undertake specialist assessments and develop, deliver and review habilitation programmes.	X	
Ability to support mobility, orientation and independent living outcomes.	X	
Strong verbal and written communication skills, including the ability to provide clear specialist advice, guidance and training to a range of audiences.	X	
Ability to work effectively with children, families and multi-agency partners.	X	
Ability to work independently and apply sound professional judgement, including safeguarding and risk management.	X	
Ability to undertake environmental assessments and promote safe, accessible learning environments.	X	
Ability to contribute to service improvement, quality assurance and evaluation activity.	X	
Ability to provide specialist advice, guidance and training, and to oversee the delivery of habilitation programmes undertaken by support staff.	X	
Working Conditions		

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Dimensions of the role

The role delivers a countywide specialist service and holds direct responsibility for a defined caseload of approximately 30–40 named children and young people of the highest need (equivalent to around 50–70 FTE pupils), drawn from a wider Vision Support Team caseload of over 300 children and young people across early years, school, post-16 and community settings.

The postholder does not hold a delegated budget but exercises professional responsibility for the assessment, issue and monitoring of specialist mobility and independence aids. The role influences service resourcing and deployment through evidence-based recommendations, environmental audits, risk assessments and service evaluation activity, and coordinates specialist intervention programmes delivered by support staff.

The role operates across a wide geographical area, delivering specialist habilitation support in a range of settings including homes, schools and community environments. As such, the postholder is required to travel independently and flexibly across the county to meet service needs. A full, valid driving licence and access to appropriate transport is therefore essential to enable effective delivery of the role.

Working Arrangements

Somerset Council's Dynamic Working Strategy will be applied to this position.

Corporate Accountabilities

Ensure compliance with all relevant legislation, organisational policy, and professional codes of conduct to uphold standards of best practice.

Deliver the aims of the council's equality, diversity and inclusion policies; health, safety and wellbeing of self and others; and Organisational values in everything you do, ensuring team members are also aware of their responsibilities and maintaining their understanding that Equality and Diversity practice covers both interaction with staff, service users and communities and includes challenging discrimination and promoting equality of opportunity for all.

Date of Evaluation: June 2018