

JOB DESCRIPTION

JOB TITLE:	Inclusion Coach – HI, VI and PNI Lead <i>(Deaf/Visual Impairment and Neurological Impairment)</i>
DEPARTMENT:	INSPIRE SEND Support
RESPONSIBLE TO:	INSPIRE Team Leader
RESPONSIBLE FOR:	No Subordinate Staff

Purpose:

The Inclusion Coach – Deaf / VI / PNI Lead will take a specialist lead role in ensuring that learners who are Deaf, have hearing or visual impairments, or have physical and/or neurological impairments receive high-quality, well-coordinated support that enables them to access learning, develop independence, and progress successfully from entry through to exit.

The postholder will work collaboratively across the college and with external partners to ensure effective support planning, inclusive practice, and successful transitions, while directly supporting learners through targeted interventions both in and out of the classroom.

Key Responsibilities

- Working closely with Communication Support Workers and other specialist support staff within the college to co-ordinate support for learners who have:
 - Deaf or hearing loss
 - Visual impairments
 - Physical and neurological impairments
- Work closely with the INSPIRE Team Leader, Communication Support Workers, and other specialist staff to ensure:
 - support is high quality
 - resources are deployed effectively

- learner need and risk are prioritised appropriately.
- Provide specialist guidance to academic and support staff to ensure inclusive, accessible learning environments.
- Ensure that learner needs are clearly identified, understood, and responded to consistently across the college.

Support Planning and Transitions

- Lead on effective support planning from entry to college through to exit for those with HI, VI and PNI, working closely with the Transition Lead.
- Ensure support plans and EHCP-related provision reflect learners' specialist needs and progression goals.
- Support academic staff and other business support teams, including the Careers Advice & Guidance Teams to guide learners to aspirational and appropriate pathway choices by contributing to transition planning for learners entering the college, moving between programmes, and progressing to next steps.
- Support academic staff to ensure they have the guidance and information needed to create appropriate risk assessments and personal evacuation plans (PEEPs) for those with PNI, VI or HI.

Learner Support and Intervention

- Provide direct support to learners in the classroom, working alongside teaching staff to remove barriers to learning.
- Deliver targeted 1:1 and small group interventions outside the classroom to support access, independence, and confidence.
- Support learners to develop self-advocacy skills and strategies relevant to their impairment and future aspirations.
- Adapting resources as appropriate.

Staff Awareness and Training

- Work closely with academic staff to ensure they receive appropriate awareness training relating to HI, VI, and PNI.
- Support staff to embed reasonable adjustments and inclusive strategies within teaching, learning, and assessment.
- Contribute to SEND and cross-college training activities where required.

Assistive Technology and Accessibility

- Work collaboratively with the Assistive Technology / AI Lead to:
 - identify appropriate technology to support learners

- ensure staff are trained and confident in using relevant tools
- Work with the estates team to ensure physical accessibility requirements are identified and addressed.
- Contribute to planning and review of accessible environments and facilities.

Multi-Agency and External Working

- Liaise with external stakeholders and agencies (e.g. sensory support services, health professionals, local authorities) to support effective planning and provision.
- Work with schools, particularly those specialist provisions, to:
 - identify prospective learners
 - understand individual needs early
 - support smooth transition into college
- Ensure information from external professionals is effectively shared and implemented within the college.

EHCP and SEND Processes:

- Create, maintain, and review individual support plans, ensuring they are learner-centred, meaningful, and outcome-focused.
- Facilitate and contribute to EHCP Annual Reviews, including preparation of paperwork, coordination with stakeholders, and facilitating review meetings.
- Monitor and evaluate learner progress against EHCP outcomes and intervention targets.
- Carry out SEND Support Discussions for prospective learners.

Administration and Communication:

- Maintain accurate, timely, and confidential records in line with college and statutory requirements.
- Produce clear and professional written reports, reviews, and progress updates.
- Use college systems effectively to track learner support, attendance, and impact of interventions.
- Attend and contribute to college Showcase Events and other key events as required.

Team and College Contribution:

- Work collaboratively within the INSPIRE SEND Team to ensure consistent, high-quality support.
- Takes responsibility for safeguarding and promoting of inclusion and Equality and Diversity.

- All staff working within the INSPIRE SEND Team are expected to be able to carry out personal (not intimate) care if needed.
- Contributes to the attainment of the College's strategic objectives, as appropriate
- Takes responsibility for personal development and attend Continuing Professional Development activities where directed
- Undertakes such duties as may reasonably be required commensurate with his/her grade and general level of responsibility at his/her initial or present place of work, or any other establishment for which the College provides services.

NB In consultation with the post holder this job description is liable to variation by College Managers to reflect or anticipate changes in the College's required