

Minimum competencies and expectations of NatSIP Associate Tutors for the delivery of OnLineInset SI courses (employed by the host organisation or service)

1. Background:

- 1.1 OnlineInset.net Ltd is a not for profit company formed in 2008 to continue the “Removing Barriers” work of the SEN Regional Partnerships. The remit is to enable LA support services to deliver quality SEN training to teachers and teaching assistants in a cost effective way through a blended model of online and face to face training
- 1.2 the HI and VI courses were written by the Berkshire Sensory Consortium and have been used by over 40 local authorities who have an annual subscription to the courses
- 1.3 NatSIP is looking to provide nationwide access to these courses, and a MSI course currently in development, through a network of associate tutors who will deliver the sensory courses.

2. Professional requirements

Qualifications

- 2.1 mandatory qualification as teacher of Hearing Impaired (HI) children and young people (Teacher of the Deaf; ToD) and or teacher of Vision Impaired (VI) children and young people (QTVI)
- 2.2 qualification as teacher of Multi Sensory Impaired (MSI) children and young people

Knowledge

- 2.3 have a good, up-to-date working knowledge and understanding of the content of the OnLineInset SI course and how it is used
- 2.4 understand the continuum of educational provision available for learners with SI (HI, VI and MSI) including, mainstream schools, specialised provision and special schools, and the role of advisory support services
- 2.5 be familiar with current SEN and disability-specific terminology and how it is used in relation to the education and care of children and young people with SI (HI, VI and MSI)
- 2.6 be aware of the training pathways available for staff wishing to continue their SI continuing professional development.

3. Competencies

Planning and preparation

- 3.1 participate in the course as a student first to get fully familiar with the content, navigation and learning opportunities offered in the course

- 3.2 participate in a 'training the trainer' session and become familiar with the tutor learning management system and the process of setting up and personalising cohorts
- 3.3 promote the courses in their locality

Communication

- 3.4 create a set of forum discussion topics pertinent to the audience and encourage participation
- 3.5 provide face to face contact for induction including registration and an introduction to the materials. Offer additional sessions for practical workshops, and for giving support in goal and intervention setting

Guidance & Motivation

- 3.6 monitor progress and act as a coach and mentor by responding to forum contributions. Give advice and recognise strengths and areas for improvement, and provide sensitive and constructive feedback
- 3.7 set a clear time frame for course completion and help participants to pace their study
- 3.8 agree at the start of the course the minimum number of contributions to constitute a pass (forums form part of the course requirements)
- 3.9 assist participants to write specific measurable, achievable, realistic and time specific pupil centred goals in response to their learning. When participants have finished the course the tutor will evaluate their contributions and issue a pass and give feedback on their participation and issue their certificate