JOB DESCRIPTION

JOB TITLE: Specialist Teacher of Visually Impaired Children

DEPARTMENT: Sensory Support within Access and Inclusion

GRADE: MPG / UPS 1 or 2 SEN points dependent on qualification

DIRECTLY RESPONSIBLE TO: Senior Teacher for Visually Impaired Children

DIRECTLY RESPONSIBLE FOR: Delivery of high Quality Educational support to Children and Young People with Visual Impairment

Main Purpose of the Job:
To ensure that children and young people who are blind/ sight impaired have equality of access to high quality educational opportunities alongside their normally sighted peers.

Main Duties:

• To work as part of a multi-agency team in close collaboration with a full range of professionals to achieve positive outcomes for children with sight impairment and their families.

Teaching, Assessment and Monitoring
• To play a key role in the inclusion of sight impaired children in pre-school, primary, secondary and FE phases including those children and young people who have complex learning needs in addition to their VI and may attend specialist provision.
• To enable pupils with a sight impairment to have full access to the National Curriculum, and to internal and external assessment.
• To carry out detailed assessments, monitoring, specialist teaching and programme planning for sight impaired children and young people.
• To plan and prepare regular and updated programmes of work and materials for pupils with a sight impairment.
• To work in close partnership with parents and carers to achieve the best possible outcomes for children with visual impairments.
• To develop effective, professional relationships and communication with schools, preschool settings and colleges.
• To plan and deliver high quality INSET to schools and other settings in order to build their capacity to meet the needs of children and young people with sight impairment.
• To work with schools to develop teaching strategies, approaches and specialist resources to support the learning of pupils with visual impairment.
• To provide advice to the LA regarding statutory assessment of pupils with VI.
• To assess, report and recommend access arrangements for examinations and assessments.
• To advise on specialist equipment for individual pupils.
• To support the work of non-teaching staff, providing advice and development, and monitoring their implementation of individual programmes.
• To provide regular reports and other written documentation in line with the services quality delivery documents.
• To encourage teachers/parents to develop a high level of expectation both in and out of educational settings.
• To effectively manage a range of specialist equipment to promote inclusion and independence and support other professionals, parents and young people in their use.

Training Research and Development

• To contribute to planning and delivery of training to promote inclusive practices for staff working with children and young people who have sight – impairment.
• To contribute to the development of specialist resources.
• To assist with the production and development of documentation or information relating to visual impairment.
• To maintain professional knowledge of current research and thinking on good practice in the education of children and young people with sight – impairment, including those with complex needs, and wider inclusion issues.

• To work to advance plans and policies to maximise outcomes for children and young people who have a visual impairment.

• To fully engage with multi-agency processes and procedures including the use of The Early Help Assessment and undertake the role of the Lead Professional where appropriate.

• To undergo reasonable further professional training as required by the LA to meet the changing demands of the Sensory Impairment Service.
Health and Safety
To operate safely within the workplace with regard to the Council’s health and safety policies, procedures and safe working practices. To be responsible for your own Health and Safety and that of other employees.

Equalities & Diversity
To work within the Council’s Equalities and Diversity Policy, embracing through personal example, open commitment and clear action that diversity is positively valued, resulting in access for all by ensuring fair treatment in employment, service delivery and external communications.

Customer Care
To continually review, develop and improve systems, processes and services in support of the Council’s pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Training and Development
To identify training and development needs with your manager, taking an active part in your Personal Development and Review Plan. To access development opportunities as they arise and share learning with others and where appropriate, actively encourage a learning environment and development within others.

Policy
To work at all times within the established policies and practices of the Council, within the framework established by the Council Constitution and associated guidance.

Confidentiality
To adhere to the Council’s policies and procedures on confidentiality and the management and sharing of information.

Multi-agency Working
The Children and Young People’s Service is currently undergoing major strategic and operational change as part of the ‘Every Child matters’ Agenda to improve outcomes for Children and Young People. This requires multi-agency working with partner organisations in order to deliver a more integrated service. As a result of this the nature of individual jobs may change. Existing duties may be lost and other duties gained without changing the level of responsibility entailed. Post-holders will be consulted at the appropriate time should changes to an individual’s post be necessary.
Children & Young People's Service is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

**PERSON SPECIFICATION**

**JOB TITLE:** Part-time Teacher for Visually Impaired Children and Young People

**SALARY:** MPG / UPS + 1/2 SEN dependent on qualification

**DEPARTMENT:** Sensory Impairment Support within Access and Inclusion

**STAGE ONE:** Disabled candidates are guaranteed an interview if they meet the essential criteria

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<thead>
<tr>
<th>MINIMUM ESSENTIAL REQUIREMENTS</th>
<th>METHOD OF ASSESSMENT *</th>
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<tbody>
<tr>
<td><strong>1. Qualifications/Training etc.</strong></td>
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<tr>
<td>DCSF recognised teaching qualification</td>
<td>Application/Certificate</td>
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<tr>
<td>Evidence of further study and professional development in the field of SEN</td>
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<tr>
<td><strong>2. Experience</strong></td>
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<tr>
<td>Substantial and successful teaching experience</td>
<td>Application</td>
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<tr>
<td>Experience of effective partnership working with professional colleagues within mainstream schools and Children’s services eg psychological services, EHC assessment, health and social care.</td>
<td>References</td>
</tr>
<tr>
<td>Experience of meeting the needs of children with SEN</td>
<td>Interview</td>
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<tr>
<td><strong>3. Knowledge</strong></td>
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<tr>
<td>Good understanding of relevant procedures and key issues eg</td>
<td>Application</td>
</tr>
<tr>
<td>• The SEN code of practice</td>
<td>References</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
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- National SEN specialist standards
- National Curriculum and its place in the education of pupils with SEN
- Removing barriers to achievement
- Quality standards for SEN support and Outreach services
- Early Support
  Equalities Act

Good understanding of

- How information, advice and support can be most effectively delivered to families to enable parents and carers to understand the implications of their child’s visual impairment.
- The ways in which visual impairments can affect development and how to minimise the impact of the Visual Impairment.
- Different types of specialist equipment and resources, their benefits and drawbacks.
- The barriers to curriculum access that can be caused by visual impairment and the range of strategies which can be used to overcome this.
- The range approaches which may be used in the education of children who are blind/sight-impaired, including those with complex needs, and the benefits and drawbacks of each.

4. Skills & Abilities

A commitment to achieving the best for all children with visual impairment including those who have complex needs.

A team player and effective leader who is able to gain the confidence of professional colleagues and parents.

A good time manager able to set and meet personal targets and service standards.

Ability to work in close partnership with schools and settings offering advice and support whilst challenging thinking and expectations.
Ability to work cooperatively with colleagues and challenge them to achieve agreed outcomes.

Excellent organisational, analytical and problem solving skills.

Excellent interpersonal and negotiating skills

Ability to communicate effectively both orally and in writing with a range of people.

Ability to demonstrate best working practice and increase the confidence of service and mainstream and special school colleagues when working with pupils who are blind/ sight impaired

Ability to work effectively with pupils with any level of visual impairment using specialist approaches as appropriate

Ability to

- Fully understand the implications of different types and levels of visual impairment
- Assess the developmental level of the sight impaired child.
- Identify appropriate learning objectives
- Assess the effective use of specialist equipment being used by the child.
- Support and influence adults involved in the education of blind/sight-impaired children to adapt their working practices in ways which promote optimum outcomes for the child.

STAGE TWO: Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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<thead>
<tr>
<th>ADDITIONAL REQUIREMENTS</th>
<th>METHOD OF ASSESSMENT</th>
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<tbody>
<tr>
<td>1. Qualifications/Training etc.</td>
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<tr>
<td>Specialist qualification in teaching children who are blind/sight impaired.</td>
<td>A/I</td>
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<tr>
<td>Braille Proficiency</td>
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<tr>
<td>2. Experience</td>
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<tr>
<td>Teaching children who are blind/sight impaired.</td>
<td>A/I</td>
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Experience of working as part of a Multi-agency Team

Experience of working with children who are sight impaired and have complex learning needs.

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<th>3. Knowledge</th>
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<td>Knowledge and understanding of the legislative framework with regard to SEN</td>
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<th>4. Skills &amp; Abilities</th>
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*Method of Assessment*

A = Application form, C = Certificate, E = Exercise, I = Interview, 
P = Presentation, T = Test, AC = Assessment centre