**Qualified Teacher of the Visually Impaired – Sensory Inclusion Service**

UPR +1 SEN/2 SEN POINTS (Dependent on qualification)

**Job Description**

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| Job Purpose |
| * To carry out the duties of a Peripatetic Qualified Teacher of the Visually Impaired for children and young people (CYP) with Visual Impairment and their families within Telford & Wrekin and Shropshire.
* To contribute to the operational provision of a high quality and effective service.
* To contribute to training packages across Telford & Wrekin and Shropshire Local Authorities.

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| Major Tasks  |
| **Generic tasks listed below:** * To enable the Council’s vision and priorities to be delivered both internally and externally.
* To support the delivery of wider SEND objectives and priorities.
* To adhere to and assist in ensuring that safeguarding policies and procedures are followed.
* To work with Service Leadership Team to translate policies into practice.
* To ensure team objectives are delivered in the most cost effective manner.
* To deliver standards which achieve equality of opportunity.
* To promote effective inclusion for children with visual or dual sensory impairment:

In addition specific tasks:-* To work across all age ranges within the 0-25 agenda, and all types of settings and schools, as directed by Service planning.
* To raise pupil achievement and participation in all aspects of home and school life through individual programmes of support and collaborative working with colleagues
* To assess the ongoing vision needs of CYP and liaise with relevant practitioners within local and national centres
* To provide high level management of visual needs and to keep abreast of new technologies in order to maximise the use of functional vision
* To work in partnership with Health professionals and other agencies to ensure a seamless delivery to CYP with visual impairment and their families
* To provide families and young people with information on which to base informed choices especially at times of identification and transition
* To support in devising, monitoring and reviewing provision and pupil progress for CYP with vision loss within the graduated approach to ensure effective use of resources/funding
* To promote a range of effective teaching strategies for CYP with vision loss which lead to a greater rate of pupil progress and higher level of access and inclusion; ensuring that pupil progress is monitored and where this is not evident that further advice and recommendations are provided
* To write informative and analytical reports on the attainment and progress of CYP to inform reviews and target setting
* To facilitate social inclusion/ emotional well-being through advocacy and the promotion of an understanding of the specific needs of CYP with a visual impairment
* To deliver high quality timely INSET to build capacity within schools and other educational settings

The post holder is responsible for ensuring that any concerns in relation to safeguarding and/or child protection are reported to the designated person in line with Local Authority Child Safeguarding procedures. It is an expectation of the post that mandatory safeguarding training will be undertaken.  |
| Contacts & Relationships |
| * Children, young people and their parents and carers.
* Education professionals in settings.
* Health professionals including Consultant Ophthalmologists and associated professionals in Local and Regional Centres
* Service Delivery Manager, Team Leaders and other professionals within SEND (Education and Corporate Parenting) and the voluntary sector as appropriate.
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| Creativity |
| To work with other professionals to ensure that CYP with a visual impairment are fully included in settings and develop required skills as Preparation for Adulthood. This work should be based on the principles of inclusion and cost effectiveness. |
| Decisions |
| The post holder will make decisions based on professional judgement with reference to the Service Leadership Team. |
| Management & Supervision |
| The post holder may be responsible for mentoring and supporting other team members and informing the work of staff within settings. |
| Supervision Received |
| The post holder will have direct line management from the Sensory Inclusion Service Management Team through the Teachers Performance Process. |
| Complexity |
| The post holder will work directly with CYP and their families within a multi-agency context. |
| Resources |
| The post holder has no direct responsibility for the handling of resources  |
| Impact |
| The role of the post holder is to have a positive impact on the lives of CYP with a visual impairment and their families, by promoting their social and educational inclusion. |
| Physical Demands |
| The postholder will be working peripatetically and, therefore, will need to drive a car. The post holder will also need to carry equipment in and out of schools and settings on occasions. The postholder, therefore, needs to follow Council procedures for `Driving for Work` and `Manual Handling` |
| Working Environment |
| The postholder will work largely in schools, colleges and Early Years settings, but may have to lone work in homes. There may also be a need to attend hospital based clinics. |
| Emotional Context  |
| The post holder may be working with families on occasions in times of emotional strain and upset related to caring for a child with a disability. |
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**Person Specification**

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| Criteria | Standard |
| Qualifications | * Qualified Teacher – with additional mandatory qualification in Visual Impairment.
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| Experience | * Experience of working with CYP and with a visual impairment and their families.
* Experience of working with CYP with visual impairment with additional needs.
* Experience of multi-agency working to promote inclusion.
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| Knowledge | * Knowledge of the complexity of visual impairment and the implications of this on learning and the emotional wellbeing of children and their families.
* Knowledge of the issues related to the ongoing support of families of CYP 0-25 years.
* Knowledge of current trends in support for visual impairment and how to maximise the use of functional vision.
* Clear understanding of the educational / support needs of CYP with visual impairment.
* Knowledge of the range of assessments in relation to CYP with visual impairment.
* Knowledge of Safeguarding, Child Protection procedures.
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| Skills | * An ability to raise pupil achievement and participation in all aspects of home and school life through individual support and collaborative working with colleagues.
* A proven ability to assess the ongoing visual needs of CYP and liaise with relevant practitioners within local and national centres.
* A proven ability to check and maintain the range equipment of CYP in order to maximise the use of functional vision.
* Proven ability to forge partnerships and build positive working relationships with families, CYP and colleagues in settings.
* The ability to work within a multi-agency context.
* Ability to write informative and analytical reports on the attainments and progress of CYP
* The ability to facilitate social inclusion/ emotional well-being through promoting an understanding of the specific needs of CYP with a visual impairment
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| Personal style & behaviours | * Ability to develop good relationships with others by behaving with integrity, treating people with respect and leading by example
* Excellent interpersonal and communication skills
* Highly motivated to improve outcomes for CYP with visual impairment
* High expectations and a clear focus on implementing strategies which optimise outcomes
* A commitment to high quality service delivery
* Team working and negotiation skills to win confidence and credibility across a broad range of stakeholders
* Evidence of a commitment to continuing professional development
* Ability to promote diversity and equality of opportunity
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| Fluency Duty | This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.This post has been assessed as requiring level under the Common European Framework of Reference for Language (CEFR).More information is available at: <http://ecouncil/Fluency/Pages/default.aspx> |

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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| Type of criminal records checks required for this post | Ticked as required |
| None |  |
| Basic Disclosure |  |
| Standard Disclosure |  |
| Enhanced Disclosure | Y |
| Working with Adults - Regulated Activity | Y |
| Working with Children - Regulated Activity | Y |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>