**JOB DESCRIPTION**

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| **Job Title** | Qualified Teacher for Children with Vision Impairment (QTVI) 0.6FTE |
| **Position Number(s)** |  |
| **Department** | Bi-borough Inclusion Service (Westminster and Royal Borough of Kensington and Chelsea) |
| **Section or Service** | Sensory Support Team |
| **Grade** | MPS/UPS + 2 SEN points plus TLR2a (subject to QTVI status) |

**DESIGNATION:**

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| **Responsible to:** | Bi-Borough Sensory Support Service Team Leader |
| **Employees directly supervised** *(if applicable)***:** |  |
| **Family Tree** | |
| ***Indicate by means of a diagram the position of job within the organisation or attach an organisation chart.***  Head of Bi-Borough Inclusion Service  Bi-Borough Sensory Support Service Team Leader  Qualified Teachers of the Deaf (WCC)  Qualified Teachers for Children with Vision Impairment  (WCC)  Qualified Teachers of the Deaf  (RBKC)  Qualified Teachers for Children with Vision Impairment (RBKC) | |

1. **JOB PURPOSE:**

* To support the learning and development of pupils with vision impairment
* To support understanding of vision impairment through delivery of training to a range of professionals and families.
* To develop practice that is inclusive of children with vision impairment in educational settings throughout the Bi-borough.
* To assist the local authority in fulfilling its statutory obligations towards children with vision impairment.

1. **DESCRIPTION OF DUTIES:**

**Peripatetic Advisory and Teaching Role in Schools and Early Years Settings**

* To assess and monitor the educational needs of children with vision impairment and provide appropriate advice and training to educational settings and families.
* To provide training and advice to schools and early years settings in the Bi-borough on the inclusion and education of pupils with vision impairment, and to promote access to the whole curriculum.
* To deliver specialist teacher support to pupils with vision impairment in the Bi-borough (predominantly in Westminster) to raise achievement and increase independent learning.
* To provide advice to the Local Authority for statutory assessment, annual review meetings, suitability of placements and transition plans, as required.
* To advise the Local Authority on issues relating to the education of children and young people with vision impairment.
* To monitor the quality of provision for learners with vision impairment and to advise, support and challenge settings as appropriate.
* To collect and analyse data to demonstrate the effectiveness of interventions support and service delivery.
* To assist settings in devising learning programmes for students with vision impairment and in monitoring and reviewing their progress. This includes supporting the accessibility of online learning.
* To advise on teaching resources, equipment and adaptations to the school environment to enable optimum access for pupils with vision impairment.
* To monitor and report on the progress of students on an individual basis across Bi-borough, predominantly in Westminster.
* To advise and support parents regarding their children’s educational needs.
* To provide guidance to schools on special arrangements for external examinations.
* To contribute to the Bi-borough wide training programme for teachers, learning support assistants and teaching assistants.
* To teach Braille and other specialist skills if required.
* To train staff on the use and maintenance of specialist equipment, including apps that support in education.
* To ensure that specialist equipment owned by the Local Authority is accounted for, maintained properly and is kept in good repair.
* To liaise and work closely with Habilitation and Mobility Officers.
* To work flexibly within a highly experienced outreach team to support children with vision impairment in multiple settings based on their need as identified by the professional.

**Teamwork and multi-agency working**

* To establish effective professional relationships with pupils and colleagues in schools and early years settings.
* To establish and maintain close links with parents, other professionals and officers in the Local Authority, hospitals, voluntary agencies; national professional bodies, as appropriate, to provide a co-ordinated service for pupils with vision impairment.
* To form links with national organisations in the field of vision impairment and pass on useful information to schools, parents and other professionals.
* To attend team meetings and other meetings as required.
* To provide monitoring data on a regular basis as required by the team manager, in accordance with the service specification.
* To support the line manager in the development and delivery of quality service, and to work co-operatively as a member of a professional team.
* To report to the Team Manager Leader and to respond to supervision and direction as required. This will include regular opportunities to review professional performance and to plan appropriate professional development.

**Pastoral**

* To be fully aware of and understand the duties and responsibilities arising from the Children Act 2014 and “Keeping children safe in education 2021”, safeguarding children and young people as this applies to your role within the Council.
* To develop and maintain positive relationships with parents of vision-impaired pupils with vision impairment and support their self-advocacy.
* To be responsible for a case-load of pupils with vision impairment and have oversight of their educational, social and emotional development
* To work as required with the “team around the child”.

**Continuing professional development**

* To maintain your own professional development and keep up to date with current, local and national trends through attendance at appropriate INSET and professional meetings.
* To ensure that a good level of skills, knowledge and understanding of the National Curriculum, assessment and reporting arrangements are maintained
* To keep abreast of current development and research on children with vision impairment and ensure that this knowledge is disseminated to other members of the Service and implemented in revised policies as appropriate.

**I agree to the above job description**

**Post Holder……………………………………………………………… Date…………………...**

**Head of Service………………………………………………………… Date…………………...**

1. **DIMENSIONS:**

**(WHERE APPROPRIATE)**

**Quote figures which give a picture of the job as follows:**

(a) Annual budgetary amounts with which the job is either directly or indirectly concerned

**(b) Any other statistics relating to the work**

**I agree to the above job description**

**Post Holder……………………………………………………………… Date………………….**

**Head of Service………………………………………………… Date………………….**

**SELECTION CRITERIA/PERSON SPECIFICATION**

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| **Job Title:** | Specialist Teacher for Children with Vision Impairment |

**Conditions to Note:**

**Candidates**:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

**Recruiting Managers**:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

**Values & Behaviours**

The Royal Borough of Kensington and Chelsea has identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours. Candidates applying for managerial/leadership roles should also demonstrate two additional leadership behaviours.

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| **A** | **Equal Opportunities**  Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace. |
| **B** | **Qualifications**  **Essential**:   * QTS * Mandatory Qualification for Teachers of Children and Young People with Vision Impairments or a desire and commitment to to gain the Mandatory Qualification * Knowledge and understanding of the SEND Code of Practice and KCSIE 2022. * An up-to-date knowledge and understanding of appropriate technology to support the learning of pupils with vision impairment   **Desirable:**   * Evidence of on-going CPD related to SEND * Recent and appropriate experience in a teaching or advisory role |
| **C** | **Skills; Experience and Attitude**  **Essential:**   * Outstanding record as a classroom practitioner * Experience of assessing children with special educational needs in order to support school staff to plan for their needs. * Provision of training and advice to colleagues and/or other professionals * Proven ability to evaluate programmes of support, and to contribute to the process of review * Proven ability to maintain effective monitoring and reporting procedures, demonstrating good written and analytical skills * Ability to support ad challenge educational settings in the inclusion of pupils with Vision impairment. * Proven ability to modify and differentiate the curriculum * Proven ability to establish and maintain positive relationships with pupils, professional colleagues, parents, outside agencies and community organisations * The ability to work flexibly * The ability to work effectively in a peripatetic manner, maintaining professional standards * Excellent inter-personal skills * Excellent communication skills both oral and written * Excellent organisational skills * The ability to keep well-ordered and efficient records that show impact of work undertaken through pupil progress * Knowledge of a range of teaching strategies for children with SEND to ensure effective learning * Ability to work with children and their teachers across the age range * Be able to relate to all pupils in a positive and constructive way and inspire them to achieve more than they think possible. * Relate positively to parents and use “structured” conversations   **Desirable:**   * Interest in the use of social media * Interest in the application of research techniques |

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|  | **Our Values & Behaviours** |
| **D** | **PUTTING COMMUNITIES FIRST**   * We put local people at the heart of decision making in everything we do. * We seek to include and involve: all voices matter. * We provide quality services that are responsive, effective and efficient.   The following examples are indicators of effective behaviour:   * I actively involve and include the communities that I serve in my work. * I shall reflect the views of the communities in my daily work. * I shall improve the service I provide through seeking feedback from others.   Our residents will feel that:   * I have been included * I can see how my views have been taken into account * I can see improvements and developments based on my input |
| **E** | **RESPECT**   * We listen to everyone and value the personal experiences of people in our communities and of each other. * We adopt a fair, and involving approach regardless of any way in which an individual is different to us.   The following examples are indicators of effective behaviour:   * I adapt my approach to take account of all differences and cultures in the community and with colleagues. * I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. * I communicate in a way that is respectful, encourages involvement and meets people’s needs.   Our residents will feel that:   * I feel my culture and background are respected. * I have confidence that action is being taken. * I feel I am being treated fairly. |
| **F** | **INTEGRITY**   * We act with openness, honesty, compassion, responsibility and humility. * We let people know what we are doing and communicate why and how decisions have been made.   The following examples are indicators of effective behaviour:   * I demonstrate empathy in my interactions with others. * I am honest and transparent about the decisions I take. * I follow through on the actions I say I will take and take ownership for communicating the outcome.   Our residents will feel that:   * I am told when something is not possible and the reasons why are explained to me. * I feel my perspective is listened to and understood. * I feel my views are valued |
| **G** | **WORKING TOGETHER**     * We work together and in partnership with everyone that has an impact on the lives of our residents. * We want to understand, learn from each other and continually adapt.   The following example s are indicators of effective behaviour:   * I work with others to provide an effective service for residents, local communities and other departments within the Council. * I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. * I seek out opportunities to learn from my colleagues and build on good practice.   Our residents will feel that:   * I can get my issue resolved without being passed around departments. * I find it easy to access the services that I need. * I feel the Council is open to new ideas. |