

Executive Headteacher
Jo Petch

**Head of the Bi-borough Inclusion
Service**
Anna Selwyn

Headteacher
Pamela Murphy
Kennet Road, W9 3LG
020 7641 5825
office@qe2cp.westminster.sch.uk

Headteacher
Claire Shepherd
Garway Road, W2 4PH
020 7221 3454
admin@qe2cp.westminster.sch.uk

Job Title: Qualified Teacher for Children with Vision Impairment (QTVI)

Salary: MPS/UPS + 2 SEN points plus TLR2a (subject to QTVI status) 0.6FTE

Purpose of the job

- 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.

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 specialised teacher support to pupils with vision impairment in the Bi-borough 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 visual 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 visual 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 and across Bi-borough.
- To advise and support parents regarding their children's educational needs.
- To provide guidance to schools on special arrangements for external examinations.

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- To contribute to the city 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 on a tablet 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 other professionals and officers in the Local Authority, parents, 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 Sensory Support Team 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.

SELECTION CRITERIA/PERSON SPECIFICATION

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.

Qualifications

Essential:

- QTS
- Mandatory Qualification for Teachers of Children and Young People with Vision Impairments
- Knowledge and understanding of the SEND Code of Practice and KCSIE 2021.

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- An up-to-date knowledge and understanding of appropriate technology to support the learning of pupils with visual impairment

Desirable:

- Evidence of on-going CPD related to SEND
- Recent and appropriate experience in a teaching or advisory role
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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 and challenge educational settings in the inclusion of pupils with Visual 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 coaching approaches

Desirable:

- Interest in the use of social media
- Interest in the application of research techniques



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The Federation of Westminster Special Schools are committed to equal opportunities, safeguarding and promoting the welfare of children and young people and therefore expect all its staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application form, satisfactory references and Enhanced DBS