

## Role Profile

<b>Job Title:</b>	<b>Advisory Teacher for Visual Impairment</b> Full time permanent	<b>Grade:</b> MPG + 2SEN points + TLR 2a	<b>Spinal column point range:</b> MPG-UPS3
<b>Department:</b>	Sensory Education and Inclusion	<b>Post no:</b>	58152
<b>Directorate:</b>	Children and families	<b>Location:</b>	Carmelita House

<b>Role reports to:</b>	Team Lead
<b>Direct Reports:</b>	None
<b>Indirect Reports:</b>	None

*This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the council and the requirements of the job.*

### JOB DESCRIPTION

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the possible requirement to obtain a Disclosure and Barring Service (DBS) check.

#### PURPOSE OF ROLE:

- The purpose of this post is to enable children with visual impairment to achieve and fully access the curriculum through providing an advisory service to parents and teachers. The Teacher Consultant with responsibility for visual impairment will work closely with schools and families in order to promote the effective inclusion of visually impaired pupils. The post-holder will be line-managed by the head of SENS.

#### KEY ACCOUNTABILITIES:

- Advise parents, pupils and school staff on the effective management of the visual impairment thereby eliminating barriers to achievement for individual visually impaired children.
- Provide training and school-based consultancy on all aspects of visual impairment to Early Years settings, primary and high mainstream schools, academies and settings and LA special schools.

- Contribute to the Authority's overall strategy for inclusion.

### **Main areas of responsibility**

- To work with children and young people, their families and educational settings to provide advice and support and ensure that arrangements are in place for effective management of the needs of the visually impaired children and young people.
- To advise schools and settings on how to fully include a child with a visual impairment, on their duties under the equality act, and the meaning of 'reasonable adjustments'
- Provide training and school-based consultancy on all aspects of visual impairment to Early Years settings, primary and high mainstream schools, academies and settings and LA special schools.
- To keep up to date with developments in the field of Hearing Impairment and other areas required for the role e.g. safeguarding, and attend appropriate training
- To devise and deliver training to educational settings for staff, pupils, parents or others as required, including individual training for Teaching assistants supporting a visually impaired child on a one to one basis
- To teach braille to individual pupils where required and/or devise and oversee a programme of braille teaching for schools or settings to carry out
- To assess and advise on appropriate equipment including up to date technology to promote the inclusion of visually impaired children and young people
- To attend and contribute to multi-disciplinary assessments as appropriate
- To be responsible for a caseload of visually impaired children and young people, carry out ongoing monitoring of their progress and keep accurate records in accordance with the service procedures and for benchmarking
- To ensure that the views and contributions of children and young people with a visual impairment and their parents views, are fully reflected in all activities especially in planning service delivery, monitoring and reviewing processes and in all report writing
- To produce written advice and contribute to the new Education and Health Care plans on behalf of the LA in line with the new SEND Code of Practice
- To develop and maintain active links with relevant voluntary agencies, e.g. RNIB, NatSIP

- To promote effective inclusion in all schools/ settings and foster the capabilities of settings to ensure children and young people with visual impairment are fully included.
- Represent the LA at local, regional and national meetings on issues relating to visual impairment
- Make referrals for specialist mobility/rehabilitation training as necessary

### **Additional Teaching and Learning Responsibility (TLR)**

A TLR is available with this post for a suitable area of responsibility within the service. An example might be taking on a senior role within the team with regard to supporting and mentoring less experienced team members or team members undergoing mandatory training. The TLR will be discussed with the candidate at interview in order to explore what might be the most appropriate area of responsibility for the candidate to take on.

### **Contribution to the Development of Service Policy and Practice**

- To contribute to service development planning activities.
- To play a full role as a team member of the team and take responsibility for specific roles or tasks as agreed with head of the service

#### Professional Development

- To maintain National SEN Specialist Standards
- To keep up to date with current research and relevant documents in education, taking account of their implications for professional practice within the specialism.

### **General**

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.
- To undertake other duties consistent with the grade of the post as agreed with head of service
- As the post will frequently involve working in more than one location daily, a full clean driving licence would be an advantage.

### **KEY PERFORMANCE INDICATORS:**

- Pupils are making progress in accordance with expected levels of ability
- Schools and parents rate the support and advice received favourably in service feedback
- Caseload support sessions are up to date
- Reports and advice are submitted within service deadlines

**KEY RELATIONSHIPS (INTERNAL AND EXTERNAL):**

- Schools and settings
- Families of children with VI
- Services within ESCAN
- Voluntary agencies
- Medical professionals

**AUTHORITY LEVEL (PEOPLE, POLICY, FINANCIAL):**

- No management responsibilities

## Person Specification

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain an enhanced Disclosure and Barring Service (DBS) check.

**ESSENTIAL KNOWLEDGE, SKILLS & ABILITIES**

- 1) Mandatory qualification in Visual Impairment
- 2) Up to date and thorough working knowledge of the education of visually impaired pupils and the implications of different eye conditions, including recent research findings
- 3) Knowledge and experience in the functional vision assessment of visually impaired pupils including interpretation of results
- 4) Knowledge and expertise in the use of up to date technology to support visually impaired pupils
- 5) Knowledge and experience in the provision of modified resources/specialist equipment for visually impaired children and young people to promote independence
- 6) Up to date knowledge of exam concessions
- 7) Knowledge of the up to date braille code, and experience of teaching braille to visually impaired children
- 8) Thorough knowledge of current legislation relating to special educational needs, and guidelines for visual impairment or sensory impairment services
- 9) Experience of working in the classroom in the UK as a teacher and up to date knowledge of the National Curriculum

- 10) Proven high level communication skills, both written and oral, including writing reports for a range of audiences
- 11) Confident user of information and communication technology including spreadsheets
- 12) Experience of having to plan own work and meet deadlines
- 13) Ability to work collaboratively with a range of professionals including head teachers and give practical and easily understood advice
- 14) Experience of devising and delivering training to a range of people including teachers, parents and pupils.
- 15) Committed to inclusive education and the removal of barriers to learning for visually impaired pupils
- 16) Commitment to monitoring pupil progress, of high expectations of achievement for visually impaired pupils and challenging schools and providers to ensure the highest standards are reached

**ESSENTIAL QUALIFICATION(S), EXPERIENCE AND REGISTRATION  
(e.g. HCPC)**

- 1) DfE recognised Qualified Teacher Status in UK
- 2) Qualified teacher of the visually impaired status (QTVI) (including braille qualification)
- 3) Recent experience working in an advisory capacity supporting visually impaired children and young people in a peripatetic role

Competency level 3 or beyond.

## Values & Behaviours

Improving Lives for Residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> <li>• Is passionate about making Ealing a better place.</li> <li>• Can see and appreciate things from a resident point of view.</li> <li>• Understands what people want and need.</li> <li>• Encourages change to tackle underlying causes or issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Does what they say they'll do on time.</li> <li>• Is open and honest.</li> <li>• Treats all people fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious and confident in leading partnerships.</li> <li>• Offers to share knowledge and ideas.</li> <li>• Challenges constructively and respectfully listens to feedback.</li> <li>• Overcomes barriers to develop our outcomes for residents.</li> </ul>	<ul style="list-style-type: none"> <li>• Tries out ways to do things better, faster and for less cost.</li> <li>• Brings in ideas from outside to improve performance.</li> <li>• Takes calculated risks to improve outcomes.</li> <li>• Learns from mistakes and failures.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages all stakeholders to participate in decision making.</li> <li>• Makes things happen.</li> <li>• Acts on feedback to improve performance.</li> <li>• Works to high standards.</li> </ul>