

	Job Title	Specialist Teacher: Vision Impairment
	Department	Children, Young People & Community Development
	Section	SEND Specialist Services
	Grade	TPC MPS/UPS + SEN 1 or 2 (dependent on specialist qualifications)
	Reports to	Team Leader, Brent Vision Impairment Service
	Staffing Responsibility	None

Job Purpose:

- The main focus of this role is to provide specialist advice and support to a range of settings to ensure that the needs of children with a vision impairment are met, that they benefit from the same range of learning opportunities as their fully sighted peers and are able to learn as independently and effectively as possible.
- NB Where reference is made to children with a vision impairment this includes those who may have additional needs.

Principal Accountabilities and Responsibilities:**1. Children**

- 1.1 To carry out functional visual assessments of children with a vision impairment.
- 1.2 To produce comprehensive reports for multi-professional assessments, which are clear and easy to understand for a range of audiences, including non-specialists.
- 1.3 To assess children's equipment needs and make recommendations to increase their access to the curriculum. This may be done in conjunction with an ICT specialist if necessary.
- 1.4 To monitor the effectiveness of specialist equipment/ICT in supporting pupil(s) learning.
- 1.5 To plan, carry out and evaluate specialist teaching where there is a clearly identified need.
- 1.6 To consult with and get feedback from children about their needs and the provision made to meet them.
- 1.7 To keep relevant and up to date records of children with a vision

impairment and share with interested parties as appropriate.

2. Working in Partnership

- 2.1 To work with, and offer support to, families in the pre-school years where there is a child with a vision impairment.
- 2.2 To work in partnership with other professionals, particularly where a child has complex needs.
- 2.3 To ensure that reports on the pupils' vision impairment are up to date and understood by all concerned.
- 2.4 To identify the need for and co-ordinate input from other key people e.g. Resource Co-Ordinator and Habilitation and Mobility Officer.
- 2.5 To liaise with families during the school years, as and when necessary.

3. Schools and settings

- 3.1 To set up provision to meet the needs of children with a vision impairment and monitor its effectiveness.
- 3.2 To offer ongoing advice and support to staff in settings where there is a child with a vision impairment.
- 3.3 To work in a range of ways to support staff. This will be done by:
 - delivering INSET
 - contributing to IEP meetings
 - contributing to curriculum planning
 - picking up and addressing issues
 - advising on appropriate approaches and strategies
 - carrying out observations and giving feedback
 - delivering ongoing training and support for key staff
 - monitoring the work of specialist teaching assistants and supporting their development in the role
 - monitoring access to the curriculum, including the effectiveness of support and use of equipment/ICT.
 - developing programmes of study for the specialist aspects of the curriculum e.g. braille and, monitoring their implementation
 - providing records of visits which include a summary of discussions, issues and findings and with action points listed.
 - completing follow up work in a timely way.
- 3.4 To attend annual reviews, including those at out borough schools, providing updated reports which both inform those involved with the pupil and support future planning.
- 3.5 To be involved in the recruitment of teaching assistants in schools.

4. Service development

- 4.1 To contribute to the development of guidelines for service delivery.

- 4.2 To develop and maintain systems that support effective working practice.
- 4.3 To work in partnership with the team's Resource Co-Ordinator, evaluating the effectiveness of the team's input in individual schools.
- 4.4 To contribute to the work of the team as a whole.
- 4.5 To undertake continuing professional development, that meets individual, and team needs.

DBS Status	Enhanced
Politically Restricted	No

Person Specification

Job Knowledge, Skills & Experience:

Specify the qualifications, experience, skills and abilities required.

All criteria are essential

Knowledge and Qualifications:

- Knowledge of current policy and legislation in the area of SEN, disability and pupil inclusion
- Knowledge and understanding of the challenges and barriers that face children with SEN and/or disabilities
- Knowledge and understanding of the key features of inclusive teaching and learning
- Knowledge and understanding of the place of ICT for children with SEN and/or disabilities
- Sound knowledge of the national curriculum and strategies to ensure access for pupils with a range of needs, including SEN and/or disabilities.
- Degree or equivalent
- Qualified Teacher status, preferably with additional qualification in vision impairment

Experience:

- Recent experience of working in mainstream and/or special school settings
- Experience of including children with a range of needs in school(s) and ensuring their full participation
- Experience of working with other agencies to ensure high quality provision for pupils who have SEN and/or disabilities
- Understanding and experience of securing the views of children and parents / carers

Skills and Abilities:

- Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience
- Evidence of understanding the principles of equality and putting equal opportunity into practice
- Ability to deliver high quality training to a range of audiences
- Ability to work in partnership with school staff, parents, volunteers and other professionals.
- Ability to influence and support the development of good practice
- Ability to be an effective member of a team
- Ability to take a positive, problem-solving approach to inclusion
- Ability to develop specialist knowledge in the area of technology to support pupils' learning
- Competence with ICT and ability to use ICT skills in working practices.