Directorate for People
Job Description

Post: Teacher of the Visually Impaired (Children and Young People)

Grade: Teachers Pay and Conditions

TPS + (1 or 2 SEN Points depending on MQ)

Division: Children with Complex Needs  Section: Sensory Support
Access to Education

1. **Job Purpose:**

   1.1 To provide specialist teaching, planning, assessment, advice and support in order to deliver a high quality service to children and young people with visual impairment (birth to 25) in order to promote pupil progress, raise achievement and attainment.

   1.2 To work in partnership with school staff, families and other professionals in assessing, teaching and reviewing the development of children and young people with visual impairment in accordance with the Code of Practice, 2014.

   1.3 To have high expectations for all children on caseload ensuring a holistic view of pupil progress, independence, well-being and inclusion.

   1.4 To lead and contribute to planning, delivering and evaluating training courses in order to improve outcomes for children and young people with visual impairment.

   1.5 To actively contribute to the team and support the vision, ethos and policies of the Service

   1.6 To keep children and young people safe from harm and to comply with all safeguarding policies and procedures.

   1.7 To support the priorities of Birmingham City Council.
2. **Duties & Responsibilities:**

2.1 prepare, plan and deliver specialised teaching programmes for learning

2.2 contribute to the provision of a broad and balanced curriculum experience for pupils on caseload

2.3 promote full and high quality inclusion of pupils in the life of their mainstream school

2.4 work in partnership with staff and parents to plan, develop, teach and review individual learning targets offering specialist advice on targets and teaching approaches

2.5 work and plan with school and early years staff in all settings to ensure appropriate and high quality teaching and support for pupils with visual impairment.

2.6 Carry out formative and summative assessments; record and report upon these making sure that progress, attainment and further learning needs of children and young people with visual impairment are clearly identified

2.7 identify the child’s learning styles and the teaching/support strategies required to promote their learning by monitoring and supporting teaching and learning within mainstream schools and settings

2.8 identify/develop/prepare and provide specialist and differentiated resources for assessing, teaching and supporting children with visual impairment.

2.9 collaborate with school staff, parents and other agencies to assess the child or young person’s strengths and needs and to profile development, particularly as this relates to his/her visual impairment

2.10 contribute to the assessment of the child or young person with visual impairment in accordance with the SEN code of practice (2014) and give advice about future educational needs of provision.

2.11 lead on and contribute to planning, delivering and evaluating training for professionals, parents and voluntary agencies in order to increase their understanding, knowledge and skills in supporting the learning and development of children and young people with visual impairment

2.12 promote quality first teaching, learning and inclusion of pupils with visual impairment in all aspects of school life
2.13 demonstrate high expectations for all learners with visual impairment

2.14 support effective transition at all phases of education and comply with Sensory Support transition guidelines

2.15 give specialist advice and strategies for teaching and learning including advice on access arrangements for standard assessments and examinations

2.16 keep abreast of current knowledge and pedagogy of the full curriculum and assessment arrangements across all key stages and implement into practice.

2.17 Work in partnership with parents/carers providing bespoke early intervention programmes in the child’s home and empowering parent/carers to support their child’s learning

2.18 Work flexibly in order to meet the needs of families

2.19 Provide clear and comprehensive information for parents/carers on the implications of visual impairment on children and young people’s learning and development.

2.20 work collaboratively with parents, empowering them to make informed decisions about future educational choices

2.21 Undertake key working responsibilities for children and families as appropriate

2.20 support the social and emotional development of children and young people with visual impairment.

2.21 positively engage with children, young people and parents in order to elicit and respond to their views

2.22 promote opportunities for pupils to meet other pupils with visual impairment in order to raise self-esteem and encourage positive identity

2.23 work in an effective integrated and multi-disciplinary way, ensuring a team around the child approach and, where appropriate, make referrals to other agencies including Habilitation and Reprographics Services.

2.24 provide opportunities, as appropriate, for parents and carers to meet each other

2.25 provide impartial information about relevant third sector organisations

2.26 attend relevant meetings in respect of children on caseload and provide written educational reports as required
2.27 negotiate and review the level/nature of support, according to Service eligibility criteria for each child

2.28 represent the Team or Service at meetings on an agreed basis

2.29 regularly review methods of assessment and teaching, programmes of work and support for pupils

2.30 contribute to the development of a comprehensive range of resources for assessing and teaching children and young people with visual impairment

2.31 participate in performance management arrangements within an agreed national framework, complying with the teacher standards (and, when appropriate, post threshold standards).

2.32 participate, as appropriate, in arrangements for further training and professional development as a specialist teacher

2.33 participate, as appropriate, in Service activities which contribute (directly and indirectly) to the progress of children and young people

2.34 demonstrate the competencies of a specialist Teacher of the visually impaired as specified by the TDA

2.35 Keep abreast of tactile learning skills (Braille and Moon) and specialist equipment to ensure maximum access to learning.

2.36 to assess and advise schools and settings of appropriate adaptations to be made to optimise access to the environment, develop mobility and independent living skills

2.37 present educational reports in a timely, professional, family friendly manner

2.38 ensure professional knowledge and skills are regularly updated and compliant with teacher standards

2.39 keep comprehensive records for each child accordance with team procedures

2.40 provide data on pupil progress as required

2.41 work collaboratively as a member of the team within the Service

2.42 meet the Teacher Standards and Post Threshold standards

Staff will be required to be flexibly deployed in different areas and settings according to service needs and improved service delivery
3. **Supervision Received**

3.1 **Supervising Officer Job Title**

Line manager

Team lead for Sensory Impairment

3.2 **Level of Supervision**

Plan own work to ensure the meeting of defined objectives

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others).

N/A

5. **Conditions of Employment**

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or with whom they come into contact with.
- The above responsibilities are in accordance with the requirements of the Teachers’ Pay and Conditions Document and subsequent orders in terms of duties and working time, also any local agreements, LA Circulars and guidelines giving interpretations of teachers’ conditions of service.
- The teacher appointed will be recognised as a Casual Car User and a mileage allowance in accordance with the agreed scheme will be paid.
- This job description is normally subject to annual review. It may be amended at the request of the Head of the Service or the post-holder but only after full consultation with the post holder. It will be signed if agreement is reached.
- Confidentiality to be maintained at all times.
- This post is exempt from the Rehabilitation of Offenders Act.
- An enhanced Disclosure and Barring Service check will be undertaken.

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Observance of the City Council’s Equal Opportunities Policy will be required.

Job description issued by ________________________________ after consultation (signature of Team Lead, Team for Children with Sensory Impairment)

Copy received by ________________________________

(signature of Qualified Teacher of the Visually Impaired)

Date: ________________________________
Teacher of the Visually Impaired  
Skills and Competency Based Person Specification

KEY: MOA (Method of Assessment): AF = Application Form, I = Interview, T = Test, P = Presentation,  
G – Group Exercise, AC = Assessment Centre

<table>
<thead>
<tr>
<th>Section 1 - Experience, abilities, knowledge and qualifications / training</th>
<th>MOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your application form please provide evidence of how you meet the below requirements for the role. Applications will be long listed against these requirements</td>
<td></td>
</tr>
<tr>
<td><strong>1.</strong> Relevant experience of assessing, teaching and improving outcomes for pupils with visual impairment in an educational setting. Commitment to raising children’s achievement, promoting inclusive practice and increasing access to learning</td>
<td>AF/I</td>
</tr>
<tr>
<td><strong>2.</strong> Experience of working collaboratively and effectively with parents and other professionals.</td>
<td>AF/I</td>
</tr>
<tr>
<td><strong>3.</strong> Successful experience planning and delivering training/workshops</td>
<td>P/AF/I</td>
</tr>
<tr>
<td><strong>4.</strong> Excellent interpersonal skills demonstrating an ability to work constructively in partnership with team, professional colleagues, and stakeholders establishing positive and effective collaborations; ability to negotiate effectively and sensitively; ability to handle difficult situations skilfully.</td>
<td>AF/I</td>
</tr>
<tr>
<td><strong>5.</strong> High level of verbal and written communication skills.</td>
<td>AF/I</td>
</tr>
<tr>
<td><strong>6.</strong> Reflective approach to monitoring and evaluating own practice, and willing to adapt and develop practice</td>
<td>AF/I</td>
</tr>
<tr>
<td><strong>7.</strong> Active in identifying and seeking to meet own development needs and recent relevant professional development.</td>
<td>AF</td>
</tr>
<tr>
<td></td>
<td>Qualified Teacher Status</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>An awareness, understanding and commitment to equal opportunities for children, families and staff.</td>
</tr>
<tr>
<td></td>
<td>Birmingham City Council is committed to Safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</td>
</tr>
</tbody>
</table>

February 2017