

# Grading

## Job Description and Employee Specification

<b><u>Job title:</u></b> Qualified Teacher of Children with Vision Impairment	<b><u>Service area:</u></b> Children & Families
<b><u>Post number:</u></b> LASI1350	<b><u>Division:</u></b> Children's Disability
<b><u>Grade:</u></b> MPG/UPS + SEN L2	<b><u>Section/team:</u></b> Vision Support Team
<b><u>Overall purpose of job:</u></b> <p>To support the optimal learning and development of children and young people with vision impairment across the National Curriculum and in all aspects of the broader activities of their school or education setting through the provision of direct teaching, intervention, advice, support and training.</p>	
<p>Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>	
<b><u>Main responsibilities:</u></b> <p>In addition to the conditions of employment detailed in the School Teachers' Pay and Conditions Document, the post holder will:</p> <ol style="list-style-type: none"> <li>1. Contribute to the identification and assessment of children and young people with vision impairment;</li> <li>2. Provide advice and guidance and support to staff in schools and other educational settings, parents and carers in respect of educational and developmental needs of children and young people with a vision impairment;</li> <li>3. Provide advice on the selection or provision of suitably modified learning resources and/or special equipment appropriate to the educational and developmental needs of children and young people with a vision impairment;</li> <li>4. Promote the effective inclusion of children and young people with vision impairment through partnership working with schools, academies and other educational settings to implement appropriate strategies;</li> <li>5. Assist the local authority, schools, academies and other educational settings to meet the statutory requirement of the Children and Families Act 2014 and any other relevant statutory obligations;</li> <li>6. Promote and support the effective transition of children and young people with vision impairment into post-16 educational provision;</li> <li>7. Provide training to school staff, to other members of the children's workforce and to any other relevant groups, to enhance their knowledge, skill and capacity to support the education and development of children and young people with vision impairment;</li> </ol>	

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8. Provide support and supervision for Vision Support Specialists, Habilitation Specialist and Curriculum Support Officer, with the support of the Lead Teacher, to ensure effective, co-ordinated support for children and young people on the caseload;
9. Actively engage with sub-regional arrangements, groups and activities to promote, share and implement good practice in the education of children and young people with vision impairment;
10. Contribute to the assessment, implementation and review of Education Health and Care Plans for children who are resident in North Lincolnshire.
11. Undertake any other relevant responsibilities or duties as might be requested by the Lead Teacher, or the Education Inclusion Lead Officer (Disability).

### **Knowledge, skills and experience:**

1. Qualified Teacher Status.
2. Holds the recognised mandatory qualification to teach children and young people with vision impairment or has the ability to acquire this within 3 years of taking up the post.
3. Successful, qualified teaching experience with experience in preferably at least three of Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4.
4. Grade 2 Braille qualification or the ability to achieve within three years of taking up post;
5. Experience of developing and delivering training packages.
6. Knowledge of relevant legislation and government policy related to SEND and to inclusion, including anything specifically for vision impairment; Knowledge of data protection and human rights legislation.
7. Knowledge of interventions to ensure the effective inclusion of children and young people with vision impairment within educational settings, including knowledge of teaching and learning arrangements which maximise educational outcomes for children and young people with vision impairment.
8. Knowledge of recent developments in relevant technology.
9. Knowledge and understanding of child and adolescent development and knowledge of the impact of vision impairment on the social, linguistic and educational development of children.
10. Knowledge and understanding of the National Curriculum: Early Years & Foundation Stage and Key Stages 1-4.
11. Knowledge and skill in pupil assessment, in the monitoring of pupil-level educational progress and in identifying and implementing strategies to accelerate progress where needed.
12. Experience in the use of specialist equipment used in the assessment and teaching of children with vision impairment.
13. Excellent communication skills both oral and written, including clear, concise report writing skills; Ability to give clear verbal instructions to children and young people with vision impairment and to respond appropriately to their communication. Ability to communicate with tact and diplomacy with other professionals and with parents.

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14. Excellent interpersonal skills with the ability to persuade influence and motivate others.
15. Full driving licence as works at different locations/ *or* ability to transport self around North Lincolnshire in a time effective way. Willingness to transport children in line with appropriate risk assessments as required.
16. Must be able to complete an awareness of safeguarding training before any direct contact or work with children and young people and work towards the Intermediate level within 6 months of employment.

### **Creativity and innovation:**

Uses creativity and innovation to develop solution-focused approaches to problem solving.

Works creatively and in a child-centred way to implement the best approach to vision impairment provision for children and young people bringing together the best and most effective generic teaching skills and generic learning approaches with the best and most effective methods to support the learning of children with vision impairment – always tailored to identified need and in ways that maximise learning outcomes and progression for the child.

Uses pupil level tracking data, based on attainments, achievements, specialist measures undertaken by the vision impairment team and other, wider pupil outcomes to inform individual children's learning and teaching programme in ways that maximise learning outcomes and progression for the child.

Creative and innovative skills are required when planning and organising training days, seminars, conferences and/or training for children and agencies.

### **Contacts and relationships:**

- Work alongside members of the team; teachers, vision support specialists, habilitation specialist, curriculum support worker etc. to support access to the curriculum for learners with vision impairment. *Daily*
- Work alongside and advise staff in mainstream schools & academies and the two special schools to support access to the curriculum for learners with vision impairment. *Daily*
- Support and work alongside parent/carers of children and young people supported by the service to ensure they are fully included in their plans and are able to transfer strategies used within the school environment to home. *Weekly*
- Work in partnership with other staff in the Disability Service and with staff from other sections of Learning, Skills and Culture, to promote and encourage inclusive practice for learners with additional needs *Weekly*
- Work alongside medical staff and other health care workers to ensure learners with vision impairment have their health needs met appropriately when accessing education. *Monthly*
- Work collaboratively with colleagues from the voluntary sector and from other relevant agencies to support the needs of the children and young people accessing support from the team *Monthly*

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These contacts are on a regular basis and may involve complex issues and issues associated with multi-agency working. Work is also of a sensitive nature. The post holder must maintain confidentiality and should be able to deal with issues of a sensitive nature with tact and diplomacy.

### **Decision making:**

- The post holder will make decisions on the development of strategies aimed at promoting the independence, educational achievement and attainment and emotional wellbeing of children and young people with vision impairment– in line with the policies and priorities of the Disability Service.
- Decides on organisational and operational matters within own caseload having regard for legislative guidelines, local procedures and delegated responsibilities, including policies and priorities within the Access and Inclusion Service.
- Deals with conflicting priorities appropriately and effectively ensuring deadlines are met.

### **Responsibility for resources:**

- Responsible for own teaching and learning resources to a value of £1500.
- Responsible for safe keeping and storage of teaching and learning resources and specialist equipment, including specialist assessment and teaching equipment to a value of £1500 when working away from the main office base, approx. 90% of the working week.
- Responsible for laptop and mobile phone with a value of £450.

## **WORK ENVIRONMENT**

### **Work demands:**

The post is subject to extensive change in demand and conflicting priorities, to which the post holder must respond with flexibility to achieve desired outcomes, employing good organisation and time management. There is a need to respond with flexibility to frequently changing work demands.

### **Physical demands:**

There is some handling, carrying and transporting of specialist equipment and an element of working with younger children at a lower level which may include bending, crouching and using low level seats designed for children.

### **Working conditions:**

The post holder will visit and work in schools and educational settings throughout North Lincolnshire.

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**Work context:**

There may be a possibility of aggression from children or families encountered in situations of conflict. They would not usually occur as regularly as a daily basis, but they could arise on any working day.

The post holder will be required to travel to various locations on a daily basis.

**Position in organisation:**

Indicate how many staff the post is directly accountable for: 

4-6

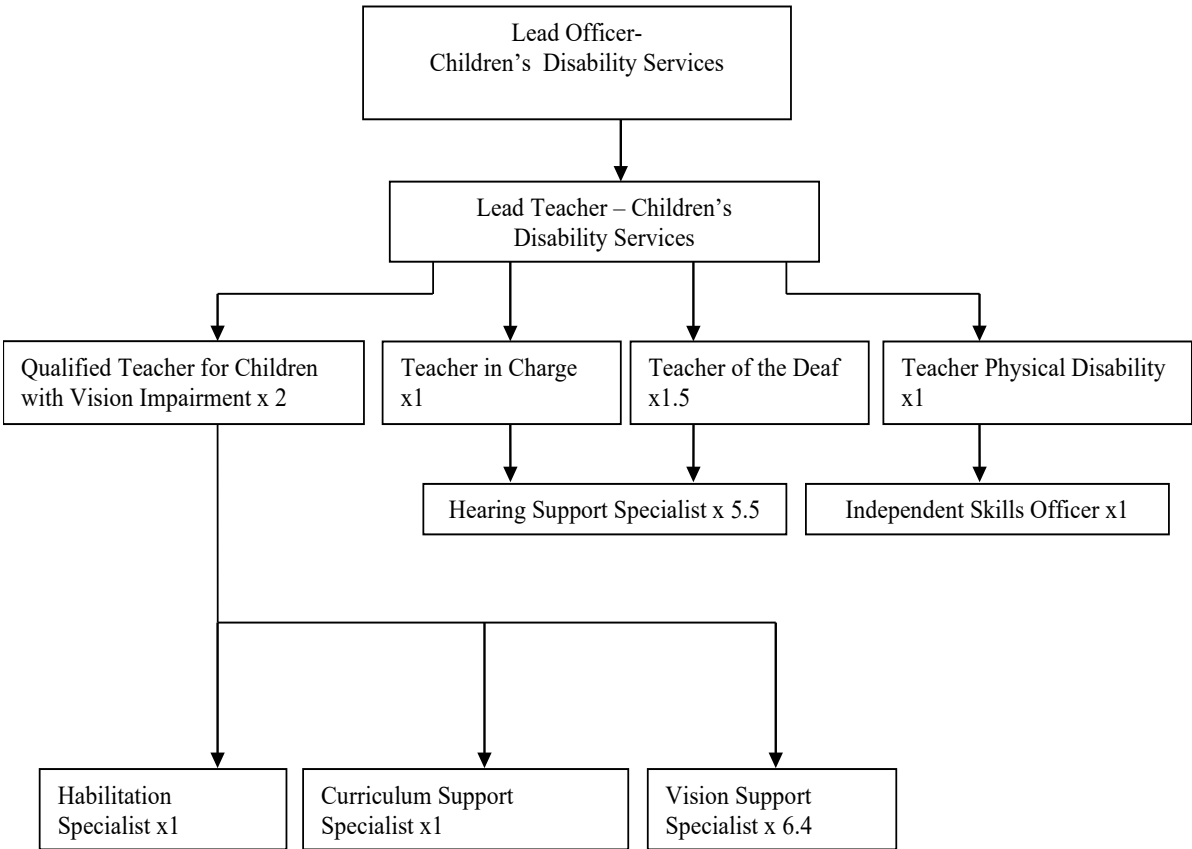
Are posts in more than one location? Yes ☒ No ☐

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure?

Yes ☒ No ☐

Please indicate which post(s)



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Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<p>Successful, qualified teaching experience with experience in preferably at least three of Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4;</p> <p>Experience of developing and delivering training packages;</p> <p>Experience in the use of specialist equipment used in the assessment and teaching of children with vision impairment;</p>	
Knowledge, Skills and Experience	Interview
<p>Knowledge of relevant legislation and government policy related to SEND and inclusion, including anything specifically for vision impairment; Knowledge of data protection and human rights legislation;</p> <p>Knowledge of interventions to ensure the effective inclusion of vision impaired children and young people within educational settings, including knowledge of teaching and learning arrangements which maximise educational achievements and outcomes for children and young people with vision impairment;</p> <p>Knowledge of recent developments in relevant technology;</p> <p>Knowledge and understanding of child and adolescent development and knowledge of the impact of vision impairment on the social, linguistic and educational development of children and young people.</p> <p>Knowledge and understanding of the National Curriculum: Early Years &amp; Foundation Stage and Key Stages 1-4;</p> <p>Knowledge and skill in pupil assessment, in the monitoring of pupil-level educational progress and in identifying and implementing strategies to accelerate progress where needed;</p> <p>Excellent communication skills both oral and written, including clear, concise report writing skills;</p> <p>Ability to give clear verbal to children and young people with a vision impairment and to respond appropriately to their communication.</p> <p>Ability to communicate with tact and diplomacy with other professionals and with parents.</p> <p>Excellent interpersonal skills with the ability to persuade, influence and motivate others.</p>	
Education, Training and Qualifications	Original documents
<p>Qualified teacher status;</p> <p>Holds recognised mandatory qualification to teach the visually impaired or has the ability to acquire this within 3 years of taking up post;</p> <p>Grade 2 Braille qualification or the ability to achieve within three years of taking up post;</p> <p>Must be able to complete an awareness of safeguarding training before any direct contact or work with children and young people and work towards the Intermediate level within 6 months.</p>	

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Working Arrangements	Interview
<p>Full driving licence as works at different locations/ or ability to transport self around North Lincolnshire in a time effective way.</p> <p>Willingness to transport children in line with appropriate risk assessments as required.</p>	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
Experience of teaching children with a range of vision impairments and of teaching visually impaired children across the key stages of the national curriculum.	
Knowledge, Skills and Experience	Interview
<p>Ability to relate well to a wide range of personnel.</p> <p>Ability to work under pressure and to meet strict deadlines as well as to employ good time management and organisational skills.</p> <p>Ability to utilise differential communication methods.</p> <p>Able to listen effectively and show empathy when required.</p> <p>Ability to work as part of a team, including different disciplines.</p>	
Education, Training and Qualifications	Original documents
Working Arrangements	Interview
<ul style="list-style-type: none"> <li>Ability to work flexibility to meet the need of service users.</li> <li>Ability to work effectively within different settings, i.e., schools.</li> </ul>	

THE POST IS SUBJECT TO:	
Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974	
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Political restriction	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
The ability to speak fluent English under the Immigration Act 2016	
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

• Version Control	
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