

CORPORATE TEMPLATE FOR JOB DESCRIPTIONS & PERSON SPECIFICATIONS

Post Title: QTVI	Director/Service/Sector: Children's Services; Education, SEND & Skills		Office Use
Grade: MPS/UPS + 2 SEN	Workplace: Central Service based at Riverside Centre, Ashington.		JE ref: HRMS ref:
Responsible to: QTVI Team Lead & Low Incidence Needs Team Service Manager	Date: February 2024	Manager Lever:	
Job Purpose: Supporting and improving the outcomes for visually impaired children and young people aged 0 to 25 across a continuum of provision including homes, early years settings, mainstream and special schools and colleges in Northumberland. To work as a member of the Sensory Support Service contributing to the effective and efficient service to children and young people with sensory needs in partnership with their families, carers, early years settings, schools, health and social services, other educational services and voluntary organisations across Northumberland.			
Resources			
Staff	Specialist Learning Support Assistants working with VI children and young people if applicable.		
Finance	NA		
Physical	Responsible for assessments and resources to support work with families and across a wide range of schools and settings		
Clients	Children and young people with visual and multi-sensory impairments aged 0-25, parents/carers, school/settings colleagues, professionals from other services within health, social care and education		
Duties and key result areas: To perform the tasks and duties of a specialist teacher in line with the SEND Code of practice, Children and Families Act 2014 and the Quality Standards for Specialist teaching and support services for visually impaired (VI) children, young people (YP) guidelines for professionals (RNIB).			
<ol style="list-style-type: none"> 1. To promote the access, achievements and well-being of children and young people who are sight impaired/severe sight impaired many of whom have additional or complex needs. 2. Monitor and carry out specialist assessment of children's progress, prepare reports and attend meetings, in order to contribute to the EHCP assessment and review process as appropriate. 3. Provide home visits, advisory and teaching support to a caseload of babies and C&YP with VI as appropriate 			

4. To guide the work of other professionals, teachers and teaching assistants through ongoing specialist advice, INSET and direct teaching on the impact of VI upon a child's development.
5. Liaise with clinical professionals and interpret ophthalmology reports for C&YP with VI, parents and other professionals.
6. To assess the functional vision of CYP with visual impairment in liaison with health professionals, paediatricians/ orthoptists and make this information available to school/setting staff.
7. Provide advice for maximising use of vision and support the maintenance of all specialist equipment, including devices to aid vision
8. To teach independent learning skills; Braille, using low vision aids/ assistive technology, (magnifiers/ipad) to identified VI pupils on caseload.
9. Provide advice and support for communication, assessing and advising on development of appropriate modes of communication.
10. Liaise with professionals from other disciplines as appropriate, e.g. Mobility/Habilitation Officer for mobility programmes/life skills
11. Work in a family centred way adopting a TAF/C approach, and contributing to EHA as appropriate
12. In consultation with the Team Lead/Service Manager agree outcome measures (both quantitative and qualitative) to reflect improved outcomes and life chances for C&YP with VI to ensure that effective systems are in place to reliably collect data
13. Take responsibility for updating information in respect of curriculum development relative to each child's teaching and learning needs. Disseminate this information and its implications to professional colleagues/staff working with the child
14. Keep abreast of current research evidence and good practice and how to translate this into improved interventions and outcomes.

Corporate responsibilities

1. To undertake such duties as may be commensurate with the seniority of the post.
2. To ensure that the council's corporate health & safety, safeguarding policy is followed, and training is undertaken in all pertinent health and safety procedures.
3. To partake in the council's and directorate's staff training and development policies as well as the Council's system of performance appraisal.
4. To treat all information gathered for the council and directorate, either electronically or manually, in a confidential manner.

Work Arrangements

Transport requirements:	Current driving licence and the ability to meet the transport requirements of the post
Working patterns:	As per teacher 'Pay and Conditions of Service'
Working conditions:	Peripatetic working from a central base. The post holder will be expected to adopt a flexible attitude to the duties which may be varied subject to the needs of the service.

PERSON SPECIFICATION

Appendix 2

Post Title: QTVI	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Qualified Teacher Status QTVI Qualification A minimum of one year's teaching experience working with C&YP with VI</p> <p>Knowledge to include:</p> <p>Extensive knowledge of methods and approaches used for teaching C&YP with VI, including the active promotion of inclusive practices in schools</p> <p>Knowledge of monitoring, tracking and target setting for C&YP with VI to improve outcomes</p> <p>Knowledge of the curriculum across Key Stages</p> <p>Knowledge of Braille</p>	<p>Additional relevant training/willingness to learn, for example: Objects of Reference, MOON</p> <p>Competence / experience in the use of ICT in the education of C&YP with VI</p>	<p>Documentation References</p> <p>Application form Interview</p>
Experience		
<p>Experience of working in mainstream and/or special schools</p> <p>Experience of carrying out developmental assessment on C&YP with VI</p> <p>Experience in meeting both the individual needs and curricular needs of C&YP with VI</p> <p>Recent and relevant experience of delivering training to a variety of audiences</p> <p>Successful experience of performance management</p>	<p>Experience of working successfully with a range of different agencies</p> <p>Experience of family focused working</p> <p>Experience of how VI in children affects family dynamics</p>	<p>Application form Interview</p>

Skills and Competencies		
<p>An ability to develop and maintain effective partnerships with pupils, families and professionals</p> <p>High level of personal organisation and time management skills</p> <p>An ability to communicate effectively</p> <p>An ability to celebrate success building on a framework of good practice</p> <p>An ability to work flexibly as part of a team contributing to development work</p> <p>Accountability for personal development and professional responsibility</p>	<p>Non-professional counselling skills</p> <p>Competent ITC skills</p> <p>Evidence of effective communication in a multi-agency context</p>	<p>Application form</p> <p>Interview</p>
Physical, mental and emotional demands		
<p>An ability to prioritise and manage work pressures</p> <p>An ability to manage time effectively and meet deadlines</p> <p>An ability to cope with change</p> <p>A willingness to attend evening/weekend meetings, regional and national events</p>		<p>references</p>
Other		
<p>Respect for individual difference and diversity demonstrated through a clearly expressed commitment to the principles of inclusion and equal opportunities</p> <p>Satisfactory DBS</p>		<p>DBS document</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits