

Job description

Job title: Advisory Teacher for Children and Young People with Visual Impairment
Grade: MPS/UPS+1 or 2 SEN allowances
Job family: Education and Learning

Purpose and impact

1. To work in a peripatetic capacity supporting children and young people (CYP) with visual impairment from diagnosis to post 16 years.
2. To provide specialist support, advice and training to schools and settings on the educational management of CYP with vision impairment.
3. To give guidance and support to the families of CYP with visual impairment including those under statutory school age.
4. To advise on the need for and management of specialist equipment.

Key responsibilities

The full range of professional duties that may be required of a teacher are set out in the School Teachers Pay and Conditions Document.

5. Having responsibility for a caseload of pupils with varying degrees of vision impairment which may include children with complex additional needs.
6. Advising SENCOs/INCOs and school staff on the educational management of children and young people (CYP) with vision impairment in schools and educational settings undertaking individual teaching support work according to need.
7. Advising on the need for specialist equipment and resource provision and of its management and use in the home or educational environment.
8. Creating individual support programmes, monitoring outcomes and maintaining records of progress.
9. Supervising the allocation and maintenance of specialist equipment and materials for individual CYP with visual impairment, in relation to caseload.
10. Be current in best practice for the teaching of braille
11. Advising the Principal Advisory Teacher on changing patterns of need.
12. Liaising with professional staff within the Children's Services and voluntary organisations in promoting the management needs of CYP with vision impairment.
13. Monitoring and assessment of children's progress through agreed Service measures.
14. Contributing to appropriate target setting processes via IEPs and other service wide target setting procedures.
15. Contributing to assessment procedures, (statutory and non-statutory) and providing advice on appropriate provision for CYP with visual impairment.
16. Contributing to the training of SENCOs/INCOs, Teachers and Teaching Assistants and to programmes of awareness raising in educational settings.
17. Contributing to the professional development of colleagues through mutual support and the sharing of information.
18. Maintaining a daily record of visits made including the chronology and any mileage undertaken.
19. Maintaining a daily time recording log.



20. Conducting functional vision assessments and learning media assessments as required.
21. The willingness to work flexibly as part of a team.
22. Participating in statutory Performance Management procedures including continuing professional development.
23. Undertaking any duty required by the Principal Advisory Teacher, which is not mentioned above, and which is reasonable and consistent with the professional responsibilities of an Advisory Teacher for children and young people with visual impairment.
24. The need to act as Keyworker or Lead Professional in cases where this is deemed necessary.

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

Supervision and management

The Principal Advisory Teacher VSS will be responsible for Supervision and Performance Management.

Other factors

25. Responsibility for the management of specialist equipment, teaching materials and resources relevant to the post.
26. The job is of a peripatetic nature. The post holder will be expected to work in schools and other educational settings, homes and office bases.
27. The skills to communicate effectively with children and young people, parents, school staff and other professionals.
28. The ability to establish a positive and motivating relationships with pupils, parents and school staff.
29. As this post is working with children DBS Enhanced Disclosure will be required.
30. There is a need to carry equipment appropriate to the job and follow service guidelines on working conditions.

Our behaviours

Dorset Council has developed and embedded a set of behaviours that will form part of everything you do, and you will need to be able to demonstrate them through the way you work, regardless of your role or grade within the organisation.

Full details can be found on the job website under '[Working for Dorset Council](#)'.



Person specification

Your application will be assessed based on your demonstration of how you fulfil the following criteria: you should include clear examples of how you meet these criteria within your application form and during the assessment process.

Essential

Essential criteria are the minimum requirement for the above post and will be assessed through a combination of your application form, assessment, interview and references (as specified below). We will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations Required by law or essential to the performance of the role or both	Assessed through:
1. Qualified teacher status.	Application form
2. Qualified teacher of the visually impaired (or in training.)	Application form
Experience	
3. Experience of working with CYP with visual impairment from diagnosis to school leaving age.	Application form
4. Experience working closely with colleagues from Health and Social Services.	Application form
5. Experience of working with CYP with visual impairment who have complex needs.	Application form
Knowledge	
6. A sound knowledge of eye conditions and their educational implications.	Application form Interview Assessment
7. An understanding of evidence-based intervention leading to improved outcomes for CYP with visual impairment.	Application form Interview Assessment
8. Knowledge of monitoring and assessment procedures in working with CYP with visual impairment.	Application form Interview Assessment
9. Broad knowledge of specialist equipment and technology.	Application form Interview Assessment
Skills and abilities	
10. Ability to teach braille.	Interview Assessment
11. An enthusiastic approach to the inclusion of children and young people (CYP) who are blind or visually impaired in mainstream settings.	Interview Assessment
12. Ability to develop programmes to promote social and emotional development through the expanded core curriculum.	Interview Assessment
13. Excellent interpersonal skills.	Interview Assessment
14. A good 'team player'.	Interview Assessment



15. Adaptability and flexibility as caseloads and demands change.	Interview Assessment
16. Ability to establish positive and motivating relationships with pupils and school staff.	Interview Assessment
17. An ability to communicate effectively with CYP, parents, staff and other professionals.	Interview Assessment
18. Competency in using a range of ICT skills.	Interview Assessment
19. Ability to follow policies and procedures.	Interview Assessment
20. Awareness of safeguarding procedures.	Interview Assessment
21. Full driving licence and available vehicle.	Interview Assessment
Our values	
22. Respect	Interview Assessment
23. Together	Interview Assessment
24. Accountability	Interview Assessment
25. Openness	Interview Assessment
26. Curiosity	Interview Assessment

Desirable

Desirable criteria will be used in the event of multiple applicants meeting the minimum essential requirements and if applicable, will be assessed through a combination of your application form, assessment, interview and references (as specified below). If you meet the desirable criteria, we will require evidence of the qualifications, training or registrations listed below.

Experience	Assessed through:
27. Experience of working with newly diagnosed babies and their families.	Application form
28. Knowledge and experience in the use of assessment and monitoring tools such as Visual Impairment Handbook.	Application form
29. Experience in planning, delivering and evaluating training programmes for schools and settings.	Application form

Approval

Manager: Christopher Marshall
 Manager's job title: Principal Advisory Teacher
 Date: 11 July 2024

