

## Job Description Template

### Job Description

<b>JOB TITLE:</b>	<b>Specialist Advisory Teacher – Qualified Teacher of Visually Impaired (LAS)</b>
<b>GRADE:</b>	<b>Main scale / UPS + TLR 2B max + SEN max (for those holding the mandatory QTVI qualification)</b>
<b>POST NUMBER:</b>	<b>H020050311</b>
<b>DIRECTORATE:</b>	<b>Children and Culture</b>
<b>SERVICE:</b>	<b>Learning Advisory Service (LAS)</b>
<b>RESPONSIBLE TO :</b>	<b>Team Leader for Vision Impairment</b>
<b>RESPONSIBLE FOR:</b>	<b>Sensory Support Assistant – Vision Impairment (Bilingual - Braille)</b>
	<b>DBS Basic / Enhanced check is required</b> <b>This post is not politically restricted</b> <b>Travel Allowance or Essential Car User Allowance is payable.</b>
<b>JOB SUMMARY:</b>	<p>To promote the appropriate educational and social inclusion of children and young people (CYP) with visual impairment, through providing advice and support, as determined by the Local Authority, to support CYP at home, in early years, mainstream, special schools and post 16 from 0-25 years.</p> <p>The post holder will be expected to offer a range of generic SEND and Inclusion expertise, as well as the mandatory qualification in teacher of the visually impaired (QTVI).</p> <p>To ensure that work delivered is compliant with relevant legislation, quality standards and Tower Hamlets policies and strategies for inclusion and equality.</p> <p>Work to raise standards across the LA through the prevention of exclusion and successful inclusion of CYP with SEND/sensory impairment and/or other vulnerable learners.</p>

	Take a lead as appropriate in the capacity building for inclusion in schools and settings where they may be allocated
<b>ROLE REQUIREMENTS:</b>	
1.	Provide support, professional advice, assessment, curriculum support, teaching, training and policy development to develop the capacity of early years, schools, colleges and other educational providers to support inclusive education and attainment for CYP who have a visual impairment, SEND and/or other vulnerable learners from 0-25 years.
2.	Demonstrate and contribute to the development of appropriate teaching strategies, group work and positive interventions for pupils who have a visual impairment and other targeted groups and assist them in planning appropriate programmes and strategies for addressing the needs of pupils.
3.	Provide direct teaching to individual pupils, groups and classes, including partnership teaching to support the development of school staff, when appropriate.
4.	To assist the settings and schools in meeting their responsibilities in providing appropriate support and enabling curriculum access for pupils with SEN as a result of visual Impairment.
5.	To increase the knowledge and skills of staff on the management of the learning environment, the design of suitable teaching interventions and the use of appropriate resources and methodology.
6.	To support Head teachers / SEN Co-ordinators in planning service delivery.
7.	Provide professional challenge and advice to colleagues, managers, and partner organisations on a full range of operational, legislative and strategic issues within the school improvement and school leadership area.
8.	Develop and deliver INSET relevant to the purpose of this post in schools and across other education providers.

9.	Hold a caseload termly to be agreed with the Team Manager.
10.	To oversee and monitor specified work of linked support assistants if necessary.
11.	Liaise with and develop effective multi professional integrated working relationships with partners such as Health Professionals, Integrated Early Year's Service, SEN Team, Education Psychology Service, Special Schools, Resource Bases and Colleges.
12.	To work closely with agencies / other professionals to plan support, monitor and adapt the curriculum and set targets for individual pupils to promote inclusion.
13.	Maintain records of work and provide schools/line managers with regular reports on work undertaken on their behalf.
14.	To provide assessments of CYP, including the provision of advice for statutory assessment, annual reviews and monitor the progress of targeted groups.
15.	Liaise and collaborate with other agencies to identify and access multi professional Team around the Child support and work within the LA Early Help and Assessment Model (EHAM).
16.	Undertake specialist assessments under the Early Help framework and taking on the Lead Practitioner where it has been identified as being most appropriate.
17.	Where relevant provide a domiciliary teaching service for pre-school children.
18.	Provide information, support and training to parents, carers and school staff.
19.	To provide a suitable early intervention response to notifications from health of newly identified VI CYP in accordance with national best practice and quality standard.
20.	To deliver services to education settings in accordance with the service delivery model and traded services
21.	Have an awareness of own safeguarding responsibilities and duties and be prepared to highlight and report any

	concerns identified.
22.	To support the Team Leader in development and 'best value' service delivery and meeting agreed performance indicators.
<b>CORPORATE RESPONSIBILITIES</b>	
23.	Actively contribute to the council's priorities and outcomes in a way that promotes a 'one organisation' approach.
24.	Develop and maintain positive relationships with colleagues, stakeholders and communities to ensure the council and the directorate strategic priorities are effectively implemented.
25.	Promote equality among all staff and ensure that services are delivered in a non-discriminatory way, that is inclusive of all disadvantaged groups.
26.	Support organisational change and learning, following and implementing appropriate systems of self-development, communication and engagement, quality measures, monitoring and review in delivering the functions of the role.
27.	Promote sustainability, including encouraging a culture of innovation and accountability amongst all council staff.
<b>PEOPLE</b>	
28.	To champion customer focus and ensure that as a member of the LAS you positively engage with, listen to and effectively communicate with customers and stakeholders.
29.	To collaborate with parents/carers and parents' groups and participate in developing parent support networks.
30.	Keep up to date in developments and research on the inclusion and attainment of pupils with related sensory loss and contribute to such research in collaboration with other LA officers and professionals in the borough.
<b>SERVICE</b>	
31.	To encourage and actively engage with others to support inclusive, partnership working between families, schools, LA and other agencies.

32.	To identify where schools/settings may not be offering inclusive practice and offer support to develop their capacity for inclusion.
33.	To promote and raise the profile of the LAS and the services it provides
<b>PERFORMANCE</b>	
34.	To ensure the effective use of resources and improvement of services that deliver high levels of customer satisfaction
35.	To ensure effective liaison, communication and the sharing of data between external and internal partners, organisations and networks.
36.	To have the ability to work effectively under pressure, prioritise demands on time and meet deadlines.

#### **OTHER CONDITIONS:**

To maintain personal and professional development to meet the changing demands of the job and participate in appropriate training/development activities including the council's 'My Annual Review' scheme.

Ensure that all duties and responsibilities are discharged in accordance with the council's policies and procedures, Code of Conduct and relevant regulations and legislation.

To comply with the council's equal opportunities and diversity policies ensuring anti-discriminatory practice within the service area.

To undertake additional duties that may arise from time to time commensurate with the grade of the post.

#### **Special Terms and Considerations**

The post holder will occasionally be expected to attend meetings and visits that may occur outside normal office hours. This could include meeting with members of the community away from an office or communal environment.

The post holder will be deployed across a range of settings, including off site and home visits, to meet the demands of the service. The post holder will have high levels of engagement / contact with members of the public, contractors, customers and other stakeholders

The post holder will be required to work independently. Work is subject to deadlines involving changing problems, circumstances and demands.

Specialist Advisory Teachers maybe be asked to work on a rota basis to provide continuity of support throughout the year. Any work carried out in a school holiday to be repaid in TOIL.

To undertake the transport of service users or heavy/valuable equipment when required.

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Requirements	Person Specification for the Post of	Essential (E) or Desirable (D) (if applicable)	Method of Assessment A= Application Form T= Test I= Interview
<b>Knowledge</b>	Detailed and current knowledge about the needs of SEND/other vulnerable learners, with at least one area of specialist expertise in vision impairment.	E	A,I
	Detailed knowledge of appropriate legislation in respect of SEND/Inclusion Support and the statutory responsibilities of LAS.	E	A,I
	Up to date knowledge of developments in the assessment and teaching of Visually Impaired pupils SEND/ other vulnerable learners.	E	A,I
	The ability to plan monitor and advise on appropriate programmes and strategies to address the needs of Visually Impaired, SEND and other vulnerable groups.	E	A,I
	The ability to undertake assessment utilising the Early Help Assessment and other specialist assessments for Visually Impaired and SEND.	E	A,I
	Ability to work at a strategic level with school managers and other agencies to develop effective policy and packages of support.	E	A,I
	Have strong organisational and administration skills and the ability to keep appropriate and accurate records and produce reports for a variety of purposes.	E	A,I

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	Have good analytical and practical problem-solving skills.	E	A,I
	Knowledge of equipment and resources to support pupils with visual impairment	E	A,I
<b>Qualifications &amp; Experience</b>	Qualified teacher Status and Mandatory Qualified Teacher of the Visually Impaired.	E	A
	Significant, relevant experience which must include a proven track record of classroom teaching	E	A
	Experience of and proven success in teaching pupils who are visually impaired	E	I
	Sufficient skill levels in Braille for the level of post.	E	A,I
	Experience of teaching in a diverse multi-cultural environment and work with pupils and families for whom English is not their first language.	E	A,I
	Experience of developing partnership working and engaging with school and college leaders, service users and service partners	E	A,I
	Experience of SEND policy development work in schools and delivering INSET around Visual Impairment and SEND issues.	E	A
<b>Living the TOWER Values sets out the essential behaviours required of all staff.</b>		<b>They are aligned to the organisation's five TOWER Values</b>	
We work <b>TOGETHER</b> across boundaries and with partners to	Collaborate with internal and external networks such as schools and settings to improve attainment and outcomes for young people	E	A,I



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achieve the best outcomes for Tower Hamlets	<p>with SEND and other and vulnerable learners.</p> <p>Share information and engage with others in a timely way to achieve best outcomes.</p> <p>Lead and support positive working relationships across the Council and with parents, learners, school staff, partners and third sector organisations to raise the attainment of CYP with SEND/other vulnerable learners.</p>	<p>E</p> <p>E</p>	<p>A,I</p> <p>A,I</p>
We are <b>OPEN</b> and transparent	<p>Act as a role model and champion a coaching culture across the Council and with partners.</p> <p>Approachable and actively seek feedback from others to improve practice.</p> <p>The ability to communicate effectively through a variety of means and establish effective working relationships with pupils, parents, teachers, professional and volunteers for other agencies.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A,I</p> <p>A,I</p> <p>A,I</p>
We are <b>WILLING</b> to challenge, innovate and be accountable	<p>Strive for inclusive education practices across the service and with partners and providers. Challenge where there are oppressive practices in order to improve standards of practice under one's area of responsibility.</p> <p>Contribute to a culture of innovation and creativity that pushes the accepted boundaries.</p> <p>Ability to manage resources effectively and demonstrate the principles of 'best value' in service delivery.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A,I</p> <p>A,I</p> <p>A,I</p>

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We empower each other to be <b>EXCELLENT</b> and go the extra mile	Able to take control of the areas under one's responsibility and make positive changes and set appropriate goals.	E	A,I
	Able to promote the well-being of self and others. Identify and build individual strengths in order to achieve desired outcomes.	E	A,I
We <b>RESPECT</b> all communities; they are the heart of everything we do	Value diversity, and support partners, schools and settings in promoting inclusive practices in the delivery of service to CYP with SEND and other vulnerable learners.	E	A,I
	Able to use customer feedback to actively improve customer outcomes and the way services are delivered.	E	A,I
	Be part of a team that leads on the provision of excellent customer services	E	A,I
<b>Additional Requirements</b>	<p>To meet exceptional business needs a willingness to work outside of contractual hours in the evenings and weekends with notice, unless there is good reason where this is not possible.</p> <p>To comply with the requirement to carry out an Enhanced DBS check on this role.</p>	E	I