

## Job Description

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| <b>Department:</b>   | People and Community   |
| <b>Division/Section:</b>   | SEN and Inclusion Service/Sensory and Physical Support Service   |
| <b>Job Title:</b>  | Senior Teacher of Visual Impairment  |
| <b>Grade:</b>  | TPS + TLR 2 + SEN2   |
| <b>Reports to:</b>   | Head of Specialist Teaching Service  |
| <b>Organisation Chart:</b><br><br><b>Show immediate manager and any jobs reporting to this post.</b> | <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 200px;">Head of Specialist Teaching Service</div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 150px;">Senior Teacher of Visual Impairment</div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 250px;">Teacher of Visual Impairment</div> </div> |
| <b>CRB Check applicable?</b>   | Standard <input type="checkbox"/> Enhanced X <input checked="" type="checkbox"/> None <input type="checkbox"/>   |
|  | <b>Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions?</b><br><br>Yes <input type="checkbox"/> No <input type="checkbox"/>   |
| <b>Line Management responsibility for:</b>   | <b>No. of direct reports: 1</b><br><br><b>No. of indirect reports: 0</b>   |
| <b>Size of budget:</b>   | N/A  |
| <b>Job Purpose:</b>  | 1. The Senior Teacher will be responsible for the day to day operational management of a range of services designed to support the educational needs of children and young people with visual impairment, their families and educational settings.   |

### Main Duties and Responsibilities:

1. To be a member of SEN and Inclusion Service, contributing towards its aim of effective service delivery; improving opportunities for all, implementing and monitoring specialist teacher interventions, achieving value-added outcomes, working with the child and professionals supporting well being of all children and young people, cascading expert skills and knowledge to the 'team around the child' specifically in relation to those with visual

impairment in the context of duties commensurate with national and local requirements and legal obligations of a support service.

2. To work in partnership with the Head of Specialist Teaching Service to ensure a consistent model of service delivery across the city among colleagues in SEN and Inclusion Service, parents and carers, schools including specialist provisions – hubs and special schools, local health services, specialist hospitals and centres of assessment, out of city placements for children and young people with visual impairment, voluntary organisations and services in other areas.
3. In addition to having responsibility for the day to day management of a team, the senior teacher will contribute to projects and tasks with the SEN & Inclusion Service to empower the voice of the child and family, reach the ‘unheard’ voices, nurture the ‘team around the school child’ to ensure inclusion, attainment progress and support the self-identity within local and national communities and societies.
4. To manage a teaching caseload – modelling good practise to peers and school colleagues and differentiating for the profile of the individual.
5. Ensure accurate monitoring and reviewing of children and young people on the caseload of the Visual Impairment Service.
6. Ensure a focus on teaching and learning using professional skills and judgement in relation to children and young people with visual impairment.
7. To support schools in effective provision management for children and young people with visual impairment by:
  - Implementing appropriate procedures in the monitoring and progress of learners to remove barriers to achievement and promote their success.
  - Contributing to the evaluation of the impact of the SEN and Inclusion Service on learner’s outcomes to improve practice.
8. To promote respect for the views and personal preferences of children and young people with visual impairment and those of their parents and carers.
9. To work cross-phase with babies, children in early years settings, primary schools, secondary schools, post 16 settings and specialist provisions as a Teacher of the Visual Impairment.
10. Ensure the service provides provide clearly written, timely reports for children and young people with visual impairment, schools, parents / carers, professionals and the Local Authority.
11. To be responsible for ensuring that colleagues with the Visual Impairment service are informed and up-to-date on national initiatives/revisions that impact on children and young people with visual impairment.
12. To introduce, manage and monitor specialist resources and equipment as requested and to provide training and advice on good practice in the effective use of them.
13. Ensure service members undertake relevant continuing professional development (CPD) to maintain and extend a generic knowledge and expertise in SEN, disability and visual impairment in particular.

### **Specific Responsibilities**

The postholder is expected to undertake the responsibilities noted below for which teaching and learning responsibility are being paid.

***Leading, managing and developing pupil development within settings and across the Authority***

- Work with settings to lead and manage the development of children and young people with visual impairment, on an individual basis.
- Facilitate, support and monitor the progress and development of children with a significant language delay in addition to their visual impairment.

***Impact on education progress beyond assigned pupils***

- Raising levels of achievement for all children & pupils across Peterborough with visual impairment.
- Ensuring correct exam procedures/modifications are in place for all pupils with visual impairments.
- Coaching colleagues to deliver appropriately targeted interventions to pupils as a result of enhanced practice.

***Leading, developing and enhancing the teaching practice of others***

- Develop the capacity of parents/carers and professional staff to understand the individual access needs and strategies of support for children and young people with visual impairment.
- In partnership with Head of Specialist teaching Services lead and supervise the training of allocated staff supporting children with a visual impairment to ensure the best use of their support.

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| <b>Generic Responsibilities:</b> | To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.<br><br>To comply with all Health & Safety at work requirements as laid down by the employer.<br><br>The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.   |                     |              |
| <b>Flexibility Clause:</b>       | Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.<br><br>Whilst this post is covered by Teachers Pay and Conditions, there will be a requirement to work in the capacity of this post a maximum of 5 days during school summer holidays which will be compensated by time in lieu.   |                     |              |
| <b>Variation Clause:</b>         | This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.<br><br>In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation. |                     |              |
| <b>DATE:</b>                     | February 2017   | <b>Completed by</b> | Teresa Quail |