JOB DESCRIPTION

Job Title	Qualified Teacher of Vision Impairment		
Service	Education		
Reporting to	Lead Teacher		
Grade	MPS/UPS + SPN1		
Evaluation ref:		**Job Family Ref:**	

Role Purpose

To provide specialist teaching, assessment, advice and support for children and young people aged 0 to 25 whose special educational needs arise from vision impairment. The role will work across early years, school and further education settings to promote access to a broad and balanced curriculum, support educational progress and enable children and young people to develop effective communication, independence and preparation for adult life.

Working collaboratively with children and young people, families, education settings and partner professionals, the post holder will advise on curriculum access, appropriate teaching approaches, environmental adaptations, specialist technology and equipment. The role will contribute to statutory SEND processes, provide training and professional guidance, and support settings to develop inclusive practice which improves outcomes for children and young people with vision impairment.

Accountabilities

The post holder will be required to carry out the specialist duties indicated on the following list, in relation to the teaching and assessment of children and young people aged 0-25 years, whose special educational needs arise from vision impairment:

- The educational assessment and teaching of school pupils and students.
- To teach and promote use of appropriate communication methods as required on an individual basis.
- To provide advice about modifying curriculum materials for individual children and young people in relation to their sensory needs.
- To have a good working knowledge of specialist technology to advise, assess and manage its appropriate use.
- To support settings to complete environmental audits for use as part of Disability Equality Schemes/Accessibility Plans.

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- Work with children and young people, their families and educational settings to provide teaching, advice, guidance, training and joint planning to enable children and young people with vision impairment to develop effective and appropriate independence and communication skills through a broad and balanced curriculum.

- Promote and support children and young people with vision impairment to have high aspirations to develop appropriate independent living and social skills in preparation for adult life and future employment, education and training.

- Sustaining close links with families (i.e. direct parental contact) and the voluntary organisations which support them, which may include home visits in liaison with the relevant line manager.

- Undertake the assessment and management of all specialist equipment. Providing training and advice on individualised use to children and young people, parents, schools and settings.

- Offering pupils opportunities to meet other children and young people with vision loss from other settings, schools and colleges through enhancement activities.

- To act as a Lead Professional in cases where this is deemed necessary in line with current Early Support and Common Assessment Framework (CAF) guidelines.

The post holder will offer an advisory service to teachers, lecturers, other staff and other agencies regarding the effects of vision impairment, its educational management, and access arrangements in relation to the SEN and Disability Legislation and Regulations. As part of the SEN support service, the post holder will also be responsible for the following:

- To give consistent solution focussed advice and support on excellent educational practice about curriculum access for pupils with SEN.

- To empower and challenge schools in the development and implementation of whole school policies and practice relating to SEN.

- To liaise with parents and carers, in conjunction with schools and settings, in relation to the complex needs of their child and the child's educational provision and progress.

- To work with other colleagues to ensure a multi-agency approach e.g. health and Social Care professionals.

- To ensure that the views and preferences of children and young people are responded to as an integral aspect of any assessment or intervention plan.

- To write clear reports and maintain up to date pupil and school records.
- To lead, or contribute to, a range of training opportunities on a county wide, cluster and individual school basis, ensuring that the training impacts upon schools' practice.
- To develop and maintain specific areas of professional expertise, advising other colleagues on this and developing guidance for schools.
- To contribute to the professional development of SENCOs individually and in groups.
- To contribute to statutory SEN processes as appropriate e.g. reports for education, health and care assessments, involvement in annual reviews.
- To deliver, and contribute to the further development of, the core expertise of SEN advisers.
- To seek support from other members of the SEN Service when a pupil's needs fall outside his/her current personal professional knowledge base.
- To make financially sound recommendations about possible ways of working including training and cost-effective ways to meet particular children and young people's needs.
- To consistently apply eligibility criteria and referral processes to the service.
- To collaborate with local and national interest groups and voluntary sector bodies in relation to key aspects of SEN.

Knowledge / Experience / Qualifications / Skills

	Essential	**Desirable**
Knowledge		
Awareness, understanding and commitment to safeguarding children and young people.	X	
Working knowledge of SEND Code of Practice, Equality Act and other current educational issues/legislation.	X	
Current knowledge of the school curriculum and approaches to teaching children and young people with special educational needs.	X	
Current knowledge of visual aids, specialist technology and equipment used to support children and young people with vision impairment in educational settings.		X

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Experience		
Successful recent experience of working with a range of professionals and supporting families.	X	
Recent experience of teaching children and young people with special educational needs.	X	
Experience working with children and young people with vision impairment, particularly those learning Braille.		X
Experience across more than one age group from Early Years to Post 16+, or a specific role within one Key stage.		X
Qualifications/Registrations/Certifications		
Qualified Teacher Status and the mandatory Qualification for Teachers of Children and Young People with Vision Impairments (QTVI).	X	
Other SEN qualifications or relevant recent training CPD.		X
Skills		
Excellent written and verbal communication skills with children and young people, families and professionals.	X	
Ability to use ICT to advance pupils' learning and their own skills, and to use common ICT tools to fulfil administrative needs.	X	
Highly motivated, able to work independently and as part of a team, taking responsibility for own work and professional development.	X	
Good organisational skills, with the ability to prioritise work effectively within time constraints.	X	
Ability to plan, prepare and deliver appropriate teaching, assess and record progress, and use a range of strategies to maximise achievement for children and young people.	X	
Ability to speak fluent English to an appropriate standard for the effective performance of this public-facing role, in accordance with Part 7 of the Immigration Act 2016.	X	
Ability to contribute to team development and wider organisational objectives, with a willingness to learn from and share practice with colleagues.		X
Confidence in delivering training and professional advice.		X

Working Conditions
This job requires a criminal background check (DBS) via the enhanced disclosure procedure. The postholder has a responsibility for promoting and safeguarding the welfare of the children and young people they are responsible for or come into contact with.

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Dimensions of the Role

Direct Teaching and Assessment

- Assess and teach children and young people aged 0-25 whose special educational needs arise from visual impairment.
- Deliver individualised teaching programmes.
- Promote appropriate communication methods, independence skills, and curriculum access.
- Monitor progress and contribute to educational outcomes.

Specialist Advisory Role

- Advise schools, colleges, early years settings, and families on the educational implications of visual impairment.
- Recommend adaptations to teaching materials, environments, and curriculum delivery.
- Support settings with accessibility planning and environmental audits.

Family Partnership and Multi-Agency Working

- Work closely with parents and carers.
- Liaise with health professionals, social care, SEN teams, and voluntary organisations.
- Act as Lead Professional where required.
- Participate in assessment, review, and planning processes.

Specialist Equipment and Technology

- Assess needs for specialist equipment and assistive technology.
- Manage equipment provision.
- Train children, families, and staff in effective use of resources.

Training and Capacity Building

- Deliver training to teachers, SENCOs, support staff, and other professionals.
- Develop expertise within schools and settings.
- Contribute to county-wide professional development activities.

Strategic and Service Development

- Contribute to the development of SEN advisory services.
- Support implementation of inclusive practice across Somerset.
- Make financially sound recommendations and contribute to service improvement.

Geographic and Operational Reach

- Travel regularly across Somerset to schools, settings, and family homes.
- Work independently whilst remaining accountable to the Lead Teacher and wider service.
- Manage a caseload across multiple institutions and age phases.

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Working Arrangements

The work base will depend on the successful candidate's geographical location and caseload and will be confirmed in their acceptance letter and contract.

0.6 FTE, term time only (39 weeks). These hours will be agreed with the line manager.

The post holder will be required to carry out the duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

The post holder will have due regard to the current Teachers' Standards, against which their performance will be assessed as part of the appraisal process. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and locally agreed conditions of employment to the extent that these are incorporated into the post holder's individual contract of employment.

The role requires regular travel across Somerset to schools, education settings, family homes, team meetings and other locations. Caseloads and geographical areas may change according to staffing arrangements and service needs. A full UK driving licence and access to a vehicle are required, as some locations are not reasonably accessible by public transport. Some home visits may be required in liaison with the appropriate line manager.

Corporate Accountabilities

Date: