



Berkshire Sensory Consortium Service

Qualified Teacher of the Vision Impaired

About the service

The Berkshire Sensory Consortium Service (BSCS) is a specialist educational service for children and young people (CYP) 0-25yrs who have a hearing, vision or multi-sensory impairment. The Service works with pre-school children and their families and with early years settings, pupils in Local Authority (LA) maintained and Academy schools, LA Special schools and colleges. Additional support is also purchased for pupils in independent and non-maintained provision and for some of the HI and VI resource bases.

BSCS has a national reputation for delivering outstanding support for sensory impaired children and young people. The joint arrangements are held up as an example of good practice by national voluntary agencies working in the field of sensory impairment (SI) and by the DFE as a positive delivery model to meet the needs of a low incidence group. As a pan Berkshire arrangement, the Service can provide economies of scale and a highly specialist workforce. SI pupil outcomes are above national benchmarking, and the Service provides a transparent but flexible approach to service delivery.

BSCS works collaboratively with all its stakeholders to provide opportunities for holistic approaches to the learning and development of SI CYP through sharing of information, partnership working, fostering positive relationships and transparency.

The Service is hosted by Achieving for Children on behalf of the Royal Borough of Windsor and Maidenhead.

BSCS is committed to safeguarding all children and young people and candidates are required to have a Disclosure and Barring Service (**DBS**) check.

About the role

- To work as a Qualified Teacher of the Vision Impaired (QTVI) to provide direct specialist teaching and advisory support to pupils who are vision impaired (VI) 0-25 years at home, in schools and colleges across Berkshire.
- To facilitate inclusion of VI pupils into their local mainstream schools, colleges and early years settings through early intervention, effective use of technology and capacity building of staff to meet the needs of VI learners.
- Enhance educational opportunities and achievement for pupils with VI through a focus on standards, good outcomes and inclusive practice which removes some of the barriers for learners who have VI.
- To ensure that the special educational and communication needs of individual children with VI are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice (2014) (SEN COP) and Disability Discrimination Act (DDA).

Job Accountabilities

- To deliver highly effective teaching and advisory programmes of specialist support leading to good outcomes for CYP 0-25 years as part of the team around the young person.
- To manage a personal caseload, the management of specialist equipment and the pupil record system which provides evidence of the impact of the specialist support on outcomes for CYP who are VI.
- To carry out detailed assessments of CYP including those with VI and additional needs in order to inform the package and level of specialist support required from a QTVI.
- To track pupil progress and development across pre-school, key stages and post 16 with a focus on those areas which are at greater risk for those with a vision loss as well as the provision of the expanded core curriculum.
- To work with schools, colleges and settings through training, advice, development of teaching strategies and joint working to build their capacity to provide an inclusive environment which demonstrates their understanding of how to meet the needs of VI learners.
- To assist in the collection and collation of data which may be required as part of annual reporting and benchmarking.
- To work collaboratively with other professionals and agencies as part of joint working to achieve the best outcomes for CYP. This includes Qualified Educational Teaching Assistants (QESTA) and Habilitation Registered Qualified Habilitation Specialists (RQHS) as part of SCS provision.
- To work in partnership with parents and carers as part of early intervention to ensure they are supported in their development as educators of their children.
- To keep up to date ophthalmology records for all children on individual caseloads and to advise on specialist equipment and the management of this at home, in schools and settings.

The post holder will be expected to undertake other duties commensurate with the grade of the post, including deputising or working flexibly across the week to meet the business demands. This job profile is provided for guidance only.

Version_0.2_March 2021

- To access continued professional development opportunities which informs professional practice on the most effective ways of working with CYP who are VI.
- To provide advice and reports for Education Health and Care (EHC) Need Assessments, Annual Reviews and provision and transition plans as part of fulfilling statutory duties and joint working.
- To contribute to the development of Service policies, procedures and resources for use with pupils, schools, colleges and families.
- To be fully aware of and understand the duties and responsibilities arising from the Children’s Act and Working Together in relation to child protection and safeguarding children and young people.

Person Specification

	Essential	Desirable
Qualifications and training	<p>Qualified Teacher status</p> <p>Qualified Teacher of the Vision Impaired with the mandatory qualification or willingness to train and qualify within 3 years from appointment.</p>	<p>Post-graduate mandatory qualification for Teacher of the Vision Impaired</p>
Knowledge, skills, abilities and experience	<p>A good or outstanding teacher with recent experience of teaching in mainstream schools or special schools.</p> <p>Experience of working with children who are vision impaired.</p> <p>Knowledge and experience of current legislation with particular reference to teaching of CYP with SEND</p> <p>Able to work independently, efficiently and flexibly</p> <p>Understanding the factors affecting successful inclusive practice and early intervention.</p> <p>Understanding the importance of diversity and equal opportunities.</p> <p>Clear understanding of current issues associated with teaching and learning and the assessment and monitoring of pupils’ progress.</p> <p>Ability to develop effective working relationships with pupils, families, schools, officers, community and external agency representatives.</p>	<p>Experience of teaching children with broad range of Special Educational Needs (SEND).</p> <p>Experience of the provision of effective training.</p> <p>Experience of engaging with and supporting parents.</p> <p>Up to date knowledge of specialist equipment for pupils who have vision impairment.</p>

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Version_0.2_March 2021

	Strong interpersonal, administrative, communication and IT skills High-level personal organisation and time management skills.	
Other requirements	Car driver/independent traveller.	

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Version_0.2_March 2021