

London Borough of Bexley

Job Description

Management Grouping:	Children's Services
Department:	Early Intervention & Specialist Teaching Service
Job title:	Advisory Teacher – Visual Impairment (VI)
Reports to:	Specialist Teaching Services Team Manager

Main Purpose of the Job:

- To assist in the discharge of our statutory duties in respect of the identification, assessment and intervention for children and young people diagnosed with visual impairment and working in conjunction with the Rehabilitation Officer, ensure appropriate support is available to enable full access to education.
- To assist Bexley schools and pre-schools and families in raising standards and pupil achievement by providing assessment, advice, consultancy, Training, tuition and support to parents, pupils, school staff and others.

Major Duties and Responsibilities

- To provide specialist teaching support on an advisory/peripatetic basis to identified children receiving their education in local mainstream or special schools diagnosed with VI in line with NATSIP guidance.
- To monitor and maintain records of children's educational progress and achievement.
- To monitor and maintain records of all involvement with individual children, schools, families and other agencies.
- To provide written contributions to both statutory and EHC assessments and annual review procedures.
- To promote excellent relationships with parents and professionals in the education of VI children.
- To promote the inclusion of VI children with their educational peer group.
- To undertake assessment of the educational implications of VI for identified children, report to parents, teachers and other professionals the results of such assessments and create and monitor programmes appropriate for the individual.
- To promote awareness of the needs of VI children and young people.
- To take part in professional development activities related to the above duties as required by the Service in line with the National Standards for SEN specialist teachers.

- To contribute to the overall development and management of policies and practices within the Early Intervention Team / Specialist Teaching Service.
- To undertake all duties related to the post in a manner concordant with London Borough of Bexley policies regarding SEN and Inclusion.
- To attend appropriate meetings as required in negotiation with the Head of Service.
- to undertake professional development activities relating to the post.

The post holder must comply with the London Borough of Bexley's health and safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions.
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required.
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare.
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.
- The post holder must comply with the Interagency procedures of the London Safeguarding Children Board and London Borough of Bexley policies for safeguarding children and safeguarding adults and in particular is required:-
- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected.
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately.

Job Activities

- Support senior staff within the service through the provision to colleagues of consultation, supervision and advice, specifically on visual impairment.
- Support the effective management of and provision for pupils with specifically identified learning difficulties through development work within the Directorate, and through developing and delivering appropriate training for school staff, parents and others.
- Make regular school visits to develop a supportive relationship with the school to identify where assistance is required to deal with issues relating to support for pupils within the specialist area of VI and to improve opportunities for learning and inclusion.
- Work closely with school staff, pupils, families and other professionals in order to ascertain the nature of individual pupil's difficulties and to develop effective support programmes / strategies and interventions.

- Identify, recommend and / or implement therapeutic interventions appropriate to individual IV pupil needs.
- Monitor and check assistive and technological equipment to support children and pupils with VI.
- Introduce Braille and pre-Braille skills as relevant ? Contribute to multi-disciplinary teamwork.
- Contribute to statutory assessment.
- Where agreed, undertake work with individual pupils, including those with additional and/or complex needs in generic special schools in conjunction with other professionals.
- Offer support for phase transition and for annual reviews.
- Contribute to the efficiency and effectiveness of the service by: assisting in specific areas of Service developments; occasionally representing the Service at key forum and disseminating information to colleagues; and undertaking individual and collaborative work when required.
- Provide reports and assist in the collection and interpretation of data in order to meet legislative and strategic requirements and to provide guidance for Service development.
- To maintain accurate records of work undertaken, making full and confident use of information technology such as email and online filing systems and the pupil database in line with GDPR requirements.
- Monitor pupil progress and evaluate Service effectiveness.
- Work as an integral member of a team including participating in Service level agreement and liaise with members of other Services to achieve the key objectives of the Specialist Teaching Services.
- Develop and maintain the full range of: professional knowledge, including relevant legislation, local and national council policy; skills and experience to satisfy the requirements of the post.

All staff working in the department have a responsibility for promoting and supporting the Council's policies and procedures for safeguarding. You should ensure that you carry out your duties and work at all times in a way that ensures the safeguarding and welfare of service users.

Person Specification

Management Grouping: Children’s Services

Department: Early Intervention & Specialist Teaching Service

Job title: Advisory Teacher – Visual Impairment (IV)

SELECTIONCRITERIA	Essential/ Desirable (E/D)	Method of Assesment (AF/I/T)*
(a) <u>Education and Formal Training</u>		
Qualified Teacher	E	AF/I
Qualified Teacher for the Visually Impaired	E	AF/I

<p><u>(b) Relevant Technical Experience and Knowledge</u></p> <p>Substantial teaching experience in an educational setting and understanding of curriculum and teaching practices for Children with VI and SEN</p> <p>Substantial experience of working with pupils in the specialist area using a variety of support styles</p> <p>Experience of multi-agency working in delivery of educational service</p> <p>Knowledge of education issues for visually impaired and the ability to develop modified learning programmes.</p> <p>Knowledge of low vision aids</p> <p>Knowledge of Braille</p> <p>Knowledge of equipment and resources to promote access to the curriculum for pupils with a visual impairment</p> <p>Experience of and commitment to facilitating independence of students in all aspects of their lives</p> <p>Proven ability to work with parents, teachers and other professionals to ensure information and advice is received and used</p> <p>Knowledge of relevant legislation and social and economic issues facing SEN Support and Advice services</p> <p>Experience working with specialist teachers in delivery of collaborative service</p>	<p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>AF/I</p>
<p>Experience of working effectively with others to develop policies and strategies</p> <p>Experience of managing and developing staff</p>	<p>D</p> <p>D</p>	

<p>(c) <u>Skills and abilities</u></p> <p>Ability to maintain records and to write reports addressed to parents and professional groups</p> <p>Ability to manage support staff and also lead by personal qualities and example.</p> <p>Ability to carry out assessments of functional vision.</p> <p>Good interpersonal skills and ability to liaise effectively and work with teaching staff and other professional groups.</p> <p>Ability to deliver INSET to professional groups.</p> <p>Ability to work independently, with initiative and to work as a member of the team.</p> <p><u>English Language Requirements for Public Sector Workers:</u></p> <ul style="list-style-type: none"> • Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. • Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. • Ability to listen to customers and understand their needs. • Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations. 	<p>D</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
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Selection Method key: I = Interview

AF = Application Form

Applicants will be assessed against these criteria and the following high performance indicators throughout the recruitment process.

High Performance Indicators

Values	Behaviours for staff	Behaviours for managers
Innovation	<p>I respond flexibly and adapt to changing demands</p> <p>I am prepared to take managed risks to achieve better outcomes</p> <p>I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo</p>	<p>I routinely look for innovative and cost effective ways to improve performance and customer service</p> <p>I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future</p> <p>I take calculated risks based on available evidence and my professional judgement to learn and try new things</p>

Leadership	<p>I demonstrate a clear sense of purpose and direction, in line with organisational objectives</p> <p>I am willing to take difficult decisions</p> <p>My personal actions promote a positive image of Bexley</p>	<p>I take responsibility for my service and for making things happen to make a difference to my service users</p> <p>I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work</p> <p>I inspire, lead and encourage staff to move forward</p>
Collaboration	<p>I show respect for others and value contributions from internal and external partners and customers</p> <p>I recognise the right solution, regardless of who initiated it</p> <p>I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver</p>	<p>I encourage the feeling that the team is a collective unit with shared goals</p> <p>I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council</p> <p>I network internally and externally</p>
Listening and Responding	<p>I acknowledge other people's viewpoints and work with them to find a win-win solution</p> <p>I prepare and present information anticipating questions and problems</p> <p>I adapt my style to the audience and their needs, using the most appropriate communication channels</p>	<p>I seek regular service user feedback and review customer data to shape service improvements</p> <p>I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them</p> <p>I empower staff to make decisions and changes to improve value for money, customer service and productivity</p>
Open and Accessible	<p>I see issues from the customer / user perspective</p> <p>I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs</p> <p>I seek to build and maintain positive relationships with customers and partners</p>	<p>I am accessible to my service users, customers, staff and Members</p> <p>I communicate and share a clear vision for the bigger picture as well as specific service areas</p> <p>I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations</p>

Impact	<p>I prioritise my activities and resources to focus on those which have the most impact for residents</p> <p>I take responsibility for making things happen and achieving my objectives</p> <p>I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence</p>	<p>I design services that provide value for money and deliver our outcomes, informed by evidence</p> <p>I produce, prioritise and adapt plans to meet changing requirements</p> <p>I set interim goals to achieve notable wins on the way to larger objectives</p> <p>I deal with poor performance</p>
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