

June 2022

### Application for Specialist Teacher for Visual Impairment (MQVI or Training Post)

Thank you for your interest in the vacancy for the above position.

The Specialist Teaching and Learning Services team, employed by Valence School, provides a service for children and young people (0 - 25 years) with special educational needs and disabilities (SEND). We also offer advice and training for pre-schools, mainstream schools and academies on how to meet the needs of children with SEND. The Sensory Service team delivers sensory support across the county and operates from 14 different bases.

Our specialist teachers are experienced teachers with a qualification in one or more areas of SEND. They work alongside other professionals in providing effective and co-ordinated support. Our aim as a team is that children and young people with SEND can have their learning, physical, social and emotional needs met, so that they can be fully included at school and make good educational progress.

Please find enclosed the following forms:

- Application Form and Equality Monitoring Form } to complete online
- Competencies Form } to complete Word Doc and return
- Mission Statement
- Copy of the Advertisement
- Job Description and Person Specification.

The closing date is **3 July 2022** and we look forward to receiving your completed forms at your earliest convenience. Interviews will take place on 14 July 2022.

Valence School is committed to safeguarding and promoting the welfare of every student and we expect all staff to share this commitment. References will be taken up before interview and successful applicants will need an enhanced DBS check. Please note that smoking (including e-cigarettes) is prohibited within the school premises and grounds.

Should you require any additional information please do not hesitate to contact us.

Yours sincerely  
*Sarah Lowndes*  
HR Manager

## **SPECIALIST TEACHER - VISION IMPAIRMENT MQVI or Training Post**

**FULL TIME - 1.0 FTE - PERMANENT**

(Requests for part time work over 0.6 FTE may be considered)

**MPR/UPR plus SEN 2 (MQVI) or SEN 1 (whilst training)  
to start September 2022 or January 2023**

**Based in either the Sevenoaks or Tonbridge STLS team**

**Are you a Qualified Teacher with a passion to work with  
children and young people with SEND?**

**Do you hold the Mandatory Qualification in Vision Impairment (MQVI)  
or want to train to gain this qualification?**

**Do you want to be a part of a successful countywide team  
for sensory impairment?**

You will be part of a peripatetic teaching service delivering in homes, preschool settings, schools and colleges to support blind and partially sighted children and young people to make good progress in education. The Sensory Service works with children from birth or diagnosis to 25 years.

Applications are welcome from Teachers with a MQVI or those who wish to train to undertake this qualification. For those in the Training Post there will be access to a £10,000 training and mentoring package.

This post will include the provision of specialist support, teaching and advice to enable access to learning and the development of independence for learners with vision impairment. The successful inclusion of learners will be encouraged through the delivery of training to educational staff. The Sensory Service is committed to providing high quality Teaching and Learning support for children and young people with sensory impairment across Kent. The Sensory Service is countywide service and is part of Valence School.

For details about sensory services please contact Lisa Bell, Vision Impairment Coordinator  
Tel: 07917 224205 [lbell@valence.kent.sch.uk](mailto:lbell@valence.kent.sch.uk)

**For application details please visit [valenceschool.com](http://valenceschool.com) > work for us  
or contact the HR Team at [vacancies@valence.kent.sch.uk](mailto:vacancies@valence.kent.sch.uk)**

**Closing date for applications 3 July 2022**

**Interview to take place on 14 July 2022**

Valence School is committed to safeguarding and promoting the welfare of every student and we expect all our staff and volunteers to share this commitment. References will be taken up before interview and the successful applicant will require an enhanced DBS check.

## Job Description: **SPECIALIST TEACHER – SENSORY IMPAIRMENT**

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<b>Grade:</b>	<b>Main/Upper Pay Range (+ 1 or 2 SEN points)<sup>1</sup></b>
<b>Responsible to:</b>	<b>Area Coordinator and HI or VI Coordinators</b>
<b>Accountable to:</b>	<b>Head of Sensory Service and Principal Valence School</b>

The STLS Sensory Service are part of the Specialist Teaching and Learning Services employed by Valence School. The team is commissioned by Kent County Council to deliver sensory support across the county and operates from 15 different bases.

### **Purpose of the Job:**

**The STLS Sensory Service works to champion inclusive education, to enable children and young people to achieve the best possible outcomes and to improve attainment and promote independence for children and young people with sensory impairment.**

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All specialist teachers for sensory impairment will have a specialism in one or more areas of need: Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI), and will work across all phases of education from 0-19/24.

### **Main duties and responsibilities:**

1. Provide high quality, highly specialist information, intervention, and peripatetic support for children and young people with sensory impairment.
2. Actively promote the development of an ethos that supports independence and resilience in children and young people with sensory impairment.
3. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with sensory impairment supporting the delivery of, and access to the National Curriculum and other appropriate approaches to learning.
4. Improve school and setting practitioner's capacity to raise achievement and attainment of children and young people and overcome the barriers to learning of children and young people with sensory impairment by modelling good practice and developing training, particularly at points of transition.

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<sup>1</sup> SEN 1 = minimum SEN allowance on the SEN range

SEN 2 = maximum SEN allowance on the SEN range

The second SEN point will be awarded if the post holder has a relevant Mandatory Qualification.

5. To liaise closely with a range of specialist providers, such as STLS District Teams and Specialist Resource Provisions for HI and VI, to promote seamless working between all parts of the county wide resource.
6. Develop and deliver sensory training to the children and young people's workforce to promote inclusive practice and knowledge of Special Educational Needs and/or Disability.
7. Work in partnership with families to support the development and achievement of children and young people with sensory impairment and reduce barriers to learning.
8. Meet the requirements of the SEND Code of Practice by providing specialist assessments and observations in order to inform appropriate learning outcomes with supporting strategies for individual children and young people with sensory impairment.
9. Support multi agency planning and decision making, including the provision of specialist advice for statutory assessments.
10. Promote opportunities for children and young people together with their parents or carers to be actively involved in decision-making.
11. Monitor progress, maintain records of interventions and write reports including the provision appropriate specialist assessment activities, support strategies and their delivery in line with the STLS Sensory - Service Level Agreement.
12. Utilise specialist data with robust ICT skills to identify strengths and weaknesses and make recommendations to inform the development of service delivery.
13. Maintain strong links with other professional staff to provide coherent and consistent multi-professional interventions for children and young people.
14. Undertake continuous professional learning and research to enable the postholder to maintain and develop specialist skills, knowledge and expertise in sensory impairment in line with Teachers' Standards (September 2012).
15. Maintain specialist skills to ensure appropriate use of specialist equipment and technology to support learning.
16. Participate proactively and effectively in professional supervision and the performance appraisal processes used by the STLS Sensory Service.

Signed (Job Holder) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Line manager) \_\_\_\_\_ Date \_\_\_\_\_

This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade/post.

## Person Specification: **SPECIALIST TEACHER – SENSORY IMPAIRMENT**

The following outlines the Minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>MINIMUM</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Mandatory Qualification for HI, VI or MSI</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Demonstrable high quality recent and sustained teaching experience in a range of educational settings</li> <li>• Demonstrable experience of designing and delivering high quality INSET to a range of audiences</li> <li>• Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working</li> <li>• Demonstrable experience of initiating, managing and working within a changing environment</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of participating in continuous professional development and applying this within the specialist area of sensory work</li> <li>• Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict</li> <li>• Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams</li> <li>• Ability to model high professional standards in all aspects of work</li> <li>• Confidence and competence in the use of ICT particularly Microsoft Office applications</li> <li>• Ability and willingness to travel to meet requirements of the role</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Specialist knowledge of the impact of sensory impairment on access to the curriculum in mainstream settings and schools.</li> <li>• Demonstrable evidence of continuing to develop skills and knowledge and current educational research and literature linked to a specialist area of sensory impairment</li> </ul>
<b>BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>• Commitment to equalities and a respect for diversity</li> <li>• “Can Do” approach</li> <li>• Team working and co-operation</li> </ul>



Job Description: **SPECIALIST TEACHER – SENSORY IMPAIRMENT  
(TRAINING POST)**

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<b>Grade:</b>	<b>Main/Upper Pay Range (+ 1 SEN points)<sup>2</sup></b>
<b>Responsible to:</b>	<b>HI or VI Coordinators and Head of Sensory Service</b>
<b>Accountable to:</b>	<b>Principal Valence School</b>

The STLS Sensory Service are part of the Specialist Teaching and Learning Services employed by Valence School. The team is commissioned by Kent County Council to deliver sensory support across the county and operates from 15 different bases.

**Purpose of the Job:**

**The STLS Sensory Service works to champion inclusive education, to enable children and young people to achieve the best possible outcomes and to improve attainment and promote independence for children and young people with sensory impairment.**

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Specialist Teachers – Sensory Impairment (Training Post) will access funding to undertake and complete the Mandatory Qualification in Hearing Impairment (HI), Visual Impairment (VI) or Multi-Sensory Impairment (MSI), to be completed within three years of taking up the post.

The post holder will abide by the document “Granting Financial Assistance for Study Purposes”.

It is expected that the training period will be less than three years. Post holders will have the opportunity to apply for permanent posts within the Sensory Service, which are paid at SEN 2 for teachers with a Mandatory Qualification.

Whilst gaining experience, post holders will provide specialist interventions under the supervision of Teachers with Mandatory Qualifications for Sensory Impairment. This will be delivered across districts within Kent and across one or more phases of education from 0-19/24.

**Main duties and responsibilities:**

The post holder will gain experience to provide the following:

1. Provide high quality, highly specialist information, intervention, and peripatetic support for children and young people with sensory impairment.
2. Actively promote the development of an ethos that supports independence and resilience in children and young people with sensory impairment.

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<sup>2</sup> SEN 1 = the minimum SEN allowance on the SEN Range.  
SEN 2 = the maximum SEN allowance on the SEN Range.

3. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with sensory impairment supporting the delivery of, and access to the National Curriculum and other appropriate approaches to learning.
4. Improve school and setting practitioner's capacity to raise achievement and attainment of children and young people and overcome the barriers to learning of children and young people with sensory impairment by modeling good practice and developing training, particularly at points of transition.
5. To liaise closely with a range of specialist providers, such as STLS District Teams and Specialist Resource Provisions for HI and VI, to promote seamless working between all parts of the county wide resource.
6. Develop and deliver sensory training to the children and young people's workforce to promote inclusive practice and knowledge of Special Educational Needs and/or Disability.
7. Work in partnership with families to support the development and achievement of children and young people with sensory impairment and reduce barriers to learning.
8. Meet the requirements of the SEND Code of Practice by providing specialist assessments and observations in order to inform appropriate learning outcomes with supporting strategies for individual children and young people with sensory impairment.
9. Support multi agency planning and decision making, including the provision of specialist advice for statutory assessments.
10. Promote opportunities for children and young people together with their parents or carers to be actively involved in decision-making.
11. Monitor progress, maintain records of interventions and write reports including the provision appropriate specialist assessment activities, support strategies and their delivery in line with the STLS Sensory - Service Level Agreement.
12. Utilise specialist data with robust ICT skills to identify strengths and weaknesses and make recommendations to inform the development of service delivery.
13. Maintain strong links with other professional staff to provide coherent and consistent multi-professional interventions for children and young people.
14. Undertake continuous professional learning and research to enable the postholder to maintain and develop specialist skills, knowledge and expertise in sensory impairment in line with Teachers' Standards (September 2012).
15. Maintain specialist skills to ensure appropriate use of specialist equipment and technology to support learning.
16. Participate proactively and effectively in professional supervision and the performance appraisal processes used by the STLS Sensory Service.

Signed (Job Holder) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Line manager) \_\_\_\_\_ Date \_\_\_\_\_

This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

## Person Specification: **SPECIALIST TEACHER – SENSORY IMPAIRMENT (TRAINING POST)**

The following outlines the Minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>MINIMUM</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• QTS</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Demonstrable high quality recent and sustained teaching experience in a range of educational settings</li> <li>• Experience of working with children, young people or adults with sensory impairment</li> <li>• Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working</li> <li>• Demonstrable experience of working in a flexible and changing environment</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of participating in continuous professional development and applying this to improve outcomes for children and young people</li> <li>• Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict</li> <li>• Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams</li> <li>• Ability to model high professional standards in all aspects of work</li> <li>• Confidence and competence in the use of ICT particularly Microsoft Office applications</li> <li>• Ability and willingness to travel to meet requirements of the role</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Specialist knowledge of the impact of SEND on access to the curriculum in mainstream settings and schools</li> <li>• Knowledge of the impact of sensory impairment on access to the curriculum, communication, information and the development of independence</li> <li>• Demonstrable evidence of continuing to develop skills and knowledge and knowledge of current educational research</li> </ul>
<b>BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>• Commitment to equalities and a respect for diversity</li> <li>• “Can Do” approach</li> <li>• Team working and co-operation</li> </ul>





## Mission Statement

Student's views and rights are central to the ethos of Valence School.

Its mission is to provide a learning community where there is quality education, care, access and therapy in order to promote each student's intellectual, physical, social, emotional and spiritual wellbeing.

Our work is about enabling children and young people who have special physical, medical and sensory needs to develop the knowledge, skills and understanding together with the confidence, self-esteem and self-dependence necessary for them to participate in and contribute to society in the way each chooses.

The School's aims are to:

1. Meet the individual needs of each student as documented in their individual Statements of Special Educational Needs.
2. Maintain and develop in students lively enquiring minds; to promote the ability to question and argue rationally; to encourage students to apply themselves to a range of tasks and skills.
3. Provide a multidisciplinary approach to a broad, balanced and relevant curriculum that meets individual needs with full access and accreditation.
4. Raise students' self-esteem and self-confidence and create in them a sense of personal excellence enabling them to acquire knowledge and skills relevant to life in a fast-changing world.
5. Help students to develop self-knowledge, spiritual and moral awareness and understanding and respect for other people's feelings, values and beliefs.
6. Help students to understand the multicultural world in which they live as citizens and the inter-dependence of individuals, groups and nations and the rights and responsibilities of living in today's Britain.

**Our Child Protection Policy can be found on our [website](#)**