

April 2021

Application for Specialist Teacher for Visual Impairment (MQVI and 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 - 19 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 Special Educational Needs 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](#)
- Framework for Specialist Teacher posts
- Mission Statement
- Copy of the Advertisement
- Job Description and Person Specification.

The closing date is **9 May 2021** and we look forward to receiving your completed forms at your earliest convenience. Interviews will take place on 26 May 2021.

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

Sensory Service Valence School

Westerham Road, Westerham TN16 1QN

Tel: 01959 567841

Email: vacancies@valence.kent.sch.uk

www.valenceschool.com

This post is based in West Kent

0.6 FTE SPECIALIST TEACHER – VISUAL IMPAIRMENT

OR

0.6 FTE SPECIALIST TEACHER – VISUAL IMPAIRMENT (TRAINING POST)

Permanent - to start September 2021

Main/Upper Pay Scale plus SEN 2 for QTVIs and SEN 1 whilst in training

Base and service delivery in:

West Kent - Based with STLS team in Tunbridge Wells

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

Do you hold the Mandatory Qualification in visual impairment or want to train to gain this qualification?

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

The Sensory Service welcomes applications from Teachers with a Mandatory Qualification for Vision Impairment. This post is part of a peripatetic teaching service delivering in homes, preschool settings and schools to support blind and partially sighted children to make good progress in education. Applications are also welcome from Teachers who wish to train to undertake the Mandatory Qualification in Vision Impairment. For those in the Training Post there is access to a £10,000 training and mentoring package.

This post includes providing specialist support and advice to families, schools and settings as well as delivering specialist teaching. Progress for pupils with vision impairment is dependent on access to learning and the development of independence. The successful inclusion of pupils with vision impairment will be encouraged through the delivery of training to school and setting staff.

The Sensory Service is countywide service and is part of Valence School. 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 works with children from birth or diagnosis in the home, preschool settings, mainstream schools/academies and special schools.

For details about sensory services please contact:

Lisa Bell – Visual Impairment Coordinator Tel: 07917 224205 lbell@valence.kent.sch.uk

Closing date: 9th May 2021

Interview date: 26th May 2021

Start date: 1st September 2021

For further information and an application form, please contact the HR Department, Valence School.

Valence School

A Foundation Specialist School

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

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

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.

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.

¹ SEN 1 = the minimum SEN allowance on the SEN Range.
SEN 2 = the maximum SEN allowance on the SEN Range.

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.
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.

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

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

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

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.

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

² 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.

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/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.

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

Sensory Service - Framework for Specialist Teacher Posts

DELIVERING RESULTS

Uses project management skills to track and monitor work progress, and demonstrates the wider financial skills/ know-how to address issues/ achieve results. Appreciates the relative value/ importance of issues. Takes account of changing needs, objectives and priorities. At this level, objectives may be likely to be achieved through delegation/ other colleagues.

Indicators of Effective Behaviour

- Plans, implements and evaluates work and activities. Uses and applies project management techniques.
- Takes the initiative, demonstrating flexibility, resilience and decisiveness. Works to meet/ exceed objectives.
- Takes responsibility, working with/ through others to achieve results/ objectives.
- Plans and implements work and activities, sets targets and monitors progress and outcomes.
- Identifies potential risks/ threats and changing needs, requirements and priorities. Takes action, reprioritising where necessary to ensure smooth delivery/ accurate spend.
- Provides timely, appropriate and relevant information enabling others to deliver.
- Evaluates outcomes against objectives set/ planned results.

CUSTOMER FOCUS

All jobs in these grades will be likely to involve delivering and/or providing high quality and appropriate services to/through others, although the range and seniority of stakeholders will vary. Understands customer/ stakeholder needs. Looks for ways to raise standards and deliver ever more efficient, effective and high quality advice/ services.

Indicators of Effective Behaviour

- Acts with honesty, integrity and professionalism.
- Knows who their customers/ stakeholders are and advises/ works with them to identify needs and support the implementation of strategies/ raise standards.
- Manages customer/ stakeholder expectations, renegotiating if it is clear these expectations cannot be met.
- Reviews policies, systems and procedures and collects and analyses information to improve/ inform delivery/ services.
- Proactively anticipates future needs and makes arrangements to meet/ exceed expectations.
- Encourages continuous improvement in delivery/ customer service.

Sensory Service - Framework for Specialist Teacher Posts

PROBLEM SOLVING & JUDGEMENT

Analyses more complex information and evaluates options, making sound judgements and drawing appropriate/logical conclusions. Makes appropriate recommendations, underpinned by supporting rationale.

Indicators of Effective Behaviour

- Seeks and absorbs information; spots inconsistencies, links and patterns and identifies gaps.
- Sorts information, identifying potential problems as well as key/ priority issues.
- Digs below the surface; asks penetrating/ considered questions.
- Considers, assesses and manages risk, taking appropriate actions.
- Makes good/ timely decisions, and is able to defend these convincingly.
- Judges when to step in/ provide support and when to refer the issue/ situation.
- Produces recommendations which are soundly based and take account of various issues.
- Considers the wider implications of decisions; draws appropriate conclusions.
- Evaluates the outcomes of decisions; adjusting approach/ recommending more appropriate solutions.

TAKING A WIDER PERSPECTIVE

Looks beyond the delivery/ detail of day to day work and activities. Is able to see how their work fits into wider objectives and understands and takes account of the role of the Sensory Service and wider context in which both exist/ operate. Sees and provides a wider, fresh perspective to new and existing problems/ issues.

Indicators of Effective Behaviour

- Makes the connection between own work and wider Sensory Service objectives.
- Takes accounts of and contributes to corporate discussion, issues, changes and initiatives.
- Thinks creatively, generating innovative ideas, creating new approaches and generating opportunities and strategies.
- Makes a difference.
- Raises awareness about issues which are likely to be critical in the future.
- Views the bigger picture, making horizontal links between own and colleagues' objectives.
- Applies knowledge/ understanding of different perspectives to bring about change.

Sensory Service - Framework for Specialist Teacher Posts

WORKING WITH OTHERS

This competence is about interpersonal effectiveness. Working collaboratively with others to facilitate delivery of work/ individual and joint objectives. Understanding and incorporating other people's needs, views and perspectives.

Indicators of Effective Behaviour

- Treats everyone with fairness, respect and understanding.
- Supports others by understanding, valuing and incorporating their needs, views and perspectives.
- Works collaboratively with others and encourages collaborative working.
- Participates in multi- agency teams. Works in partnership.
- Focuses on the achievement of objectives, sharing information, experience and knowledge.
- Respects the contribution of others.
- Initiates and builds productive working relationships. Nurtures these relationships over time in pursuit of objectives.

COMMUNICATING & INFLUENCING

Specialist Teachers will deliver information clearly and concisely, adjusting style and content to suit audience purpose/ needs. They will also develop and maintain networks, using good communication skills to influence others in support of objectives. Written communication will be clear, concise and persuasive. Effective negotiators.

Indicators of Effective Behaviour

- Structure and style of communication is appropriate for purpose and context and takes full account of the perspective/ needs of audience.
- Explains ideas, concepts and information clearly and persuasively, both orally and in writing.
- Influences both directly and through others, including in an advisory capacity. Effective negotiation.
- Facilitates meeting, discussions and negotiations effectively to achieve objectives/ planned outcomes.
- Develops, defines and communicates own case carefully, using factual information to support messages.
- Uses networks and contact relationships on behalf of Service/ Council, nurturing and developing these over time.

Sensory Service - Framework for Specialist Teacher Posts

LEARNING & DEVELOPING

Specialist Teachers will display an open and flexible approach to new concepts and ideas, drawing on them and on experience to improve/ enhance outputs, performance and results. Individuals will be enthusiastic about personal development, encouraging and developing others. Supporting and acting on outcomes of quality assurance processes.

Indicators of Effective Behaviour

- Ensures and contributes to continuous service improvement.
- Takes learning and development seriously. Actively pursues self/ professional development.
- Sees and promotes the benefits of working in new ways.
- Supports and acts on outcomes of quality assurance/ improvement processes.
- Considers and promotes new and more effective ways of organising work. Consults and seeks views of others.
- Is open about own mistakes; learns from experience; seeks and acts on feedback.

DEVELOPING AND MANAGING STAFF

At this level management responsibilities will vary considerably, however, the ability to develop others and manage performance effectively through others are likely to be important skills. Valuing diversity and treating staff equitably and fairly will be a given as will an ability to contribute to wider management objectives, including managing at a distance. One or two roles may involve some direct line management responsibilities but the majority of roles will mainly involve managing and developing through others, including in an advisory capacity.

Indicators of Effective Behaviour

- Keeps staff informed, providing reasons for actions/ decisions.
- Gives continuous feedback on performance, recognising achievements/ progress and tackling under/poor performance.
- Recognises and develops talent. Manages/ provides an objective view of performance.
- Contributes to wider management objectives, managing and developing through others, including geographically disparate groups.
- Provides staff/ others with opportunities to develop their skills and experience.
- Develops others in an advisory capacity.



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](#)