

CORPORATE TEMPLATE FOR JOB DESCRIPTIONS & PERSON SPECIFICATIONS

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| Post Title: QTVI | Director/Service/Sector: Children's Services | | Office Use |
| Grade: MPS/UPS + 2 SEN | Workplace: Central Service | | JE ref: HRMS ref: |
| Responsible to: Low Incidence Needs Team Service Manager | Date: March 2021 | Manager Lever: | |
| Job Purpose: To work as a member of the Sensory Support Service contributing to the effective and efficient service to children and young people with sensory needs in partnership with their families, carers, early years settings, schools, health and social services, other educational services and voluntary organisations across Northumberland. To provide VI children and young people with the means to reach their full potential, ensuring that they enjoy the same rights and opportunities as their peers, and that barriers to maximising potential are overcome | | | |
| Resources | | | |
| Staff | Specialist Learning Support Assistants working with VI children and young people | | |
| Finance | NA | | |
| Physical | Responsible for assessments and resources to support work with families and across a wide range of schools and settings | | |
| Clients | Children and young people with visual impairment aged 0-25, parents/carers, school/settings colleagues, professionals from other services within health, social care and education | | |
| Duties and key result areas: To improve outcomes for children and young people with VI/MSI <ol style="list-style-type: none"> 1. Ensure effective support of C&YP with VI across the county demonstrating that resources are deployed equitably and efficiently 2. Monitor and carry out specialist assessment of children's progress, prepare reports and attend meetings in order to contribute to the EHCP assessment and review process as appropriate 3. Provide home visits, advisory and teaching support to a caseload of babies and C&YP with VI as appropriate 4. Advise professional colleagues, including mainstream school /settings/college staff, on the impact of VI upon a child's development and effective support strategies | | | |

5. Train, support and guide LSAs working with C&YP with VI
6. Liaise with clinical professionals and interpret ophthalmology reports for C&YP with VI, parents and other professionals
7. Carry out assessments of functional vision as required
8. Provide advice for maximising use of vision and support the maintenance of all specialist equipment, including devices to aid vision
9. Provide advice and support for communication; assessing and advising on development of appropriate modes of communication
10. Liaise with professionals from other disciplines as appropriate, e.g. Mobility/Habilitation Officer for mobility programmes/life skills
11. Work in a family centred way adopting a TAF/C approach, and contributing to EHA as appropriate
12. In consultation with the Team Lead/Service Manager agree outcome measures (both quantitative and qualitative) to reflect improved outcomes and life chances for C&YP with VI to ensure that effective systems are in place to reliably collect data
13. Take responsibility for updating information in respect of curriculum development relative to each child's teaching and learning needs. Disseminate this information and its implications to professional colleagues/staff working with the child
14. Keep abreast of current research evidence and good practice and how to translate this into improved interventions and outcomes
15. Ensure compliance with the statutory responsibilities of Children and Young People with Additional Educational needs, and with all SSS policies and protocols
16. Undertake any specific development projects/activities in line with service improvement priorities
17. Take account of current research and national, regional and local initiatives to contribute to SSS development priorities
18. Adhere to county safeguarding policies

Work Arrangements

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| Transport requirements: | Current driving licence and the ability to meet the transport requirements of the post |
| Working patterns: | As per teacher 'Pay and Conditions of Service' |
| Working conditions: | Peripatetic working from a central base. The post holder will be expected to adopt a flexible attitude to the duties which may be varied subject to the needs of the service. |

PERSON SPECIFICATION

Appendix 2

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| Post Title: QTVI | Director/Service/Sector: Children's Services | Ref: |
| Essential | Desirable | Assess by |
| Knowledge and Qualifications | | |
| <p>Qualified Teacher Status QTVI Qualification A minimum of one year's teaching experience working with C&YP with VI</p> <p>Knowledge to include:</p> <p>Extensive knowledge of methods and approaches used for teaching C&YP with VI, including the active promotion of inclusive practices in schools</p> <p>Knowledge of monitoring, tracking and target setting for C&YP with VI to improve outcomes</p> <p>Knowledge of the curriculum across Key Stages</p> <p>Knowledge of Braille</p> | <p>Additional relevant training/willingness to learn, for example: Objects of Reference, MOON</p> <p>Competence / experience in the use of ICT in the education of C&YP with VI</p> | <p>Documentation References</p> <p>Application form Interview</p> |
| Experience | | |
| <p>Experience of working in mainstream and/or special schools</p> <p>Experience of carrying out developmental assessment on C&YP with VI</p> <p>Experience in meeting both the individual needs and curricular needs of C&YP with VI</p> <p>Recent and relevant experience of delivering training to a variety of audiences</p> <p>Successful experience of performance management</p> | <p>Experience of working successfully with a range of different agencies</p> <p>Experience of family focused working</p> <p>Experience of how VI in children affects family dynamics</p> | <p>Application form Interview</p> |

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| Skills and Competencies | | |
| <p>An ability to develop and maintain effective partnerships with pupils, families and professionals</p> <p>High level of personal organisation and time management skills</p> <p>An ability to communicate effectively</p> <p>An ability to celebrate success building on a framework of good practice</p> <p>An ability to work flexibly as part of a team contributing to development work</p> <p>Accountability for personal development and professional responsibility</p> | <p>Non-professional counselling skills</p> <p>Competent ITC skills</p> <p>Evidence of effective communication in a multi-agency context</p> | <p>Application form</p> <p>Interview</p> |
| Physical, mental and emotional demands | | |
| <p>An ability to prioritise and manage work pressures</p> <p>An ability to manage time effectively and meet deadlines</p> <p>An ability to cope with change</p> <p>A willingness to attend evening/weekend meetings, regional and national events</p> | | |
| Other | | |
| <p>Respect for individual difference and diversity demonstrated through a clearly expressed commitment to the principles of inclusion and equal opportunities</p> | | <p>DBS document</p> |

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| Satisfactory DBS | | |
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits