

Job Description

Job Title **SEND Teacher of the Vision Impaired**

Section **SEND Sensory Support Team 0-25, SEND Services**

Reports to **Sensory Team Manager or QTVI**

Job number

Grade **MPG/UPS + SEN 1 or 2 depending on qualifications**

Location **Fawcett House or Amundsen House**

Hours **Various (Based on 32.5 hours a week)**

Overall purpose of the job

To manage a teaching caseload which includes identifying and meeting the needs of visually impaired pupils to enable them to make progress and be successfully included in the full range of educational settings.

Delivery of SEND Specialist Services for sensory impaired children and young people aged 0 to 25yrs in Cambridgeshire and the deployment of expert skills and knowledge of the team to meet local need.

Main accountabilities

Please list the accountabilities in descending order of priority. Please include 6-9 accountabilities.

Main accountabilities	
1	<p>Principal Accountabilities/ Scope of Post</p> <p>Advisory Roles 40%</p> <p>To deliver in-service training to colleagues in settings about the consequences of a visual impairment on education, including reference to visual development, development of compensatory and tactile skills, National Strategies, optimal use of vision aids, ICT/communication aids, equipment and resources to support access and raise achievements of VI pupils.</p> <p>To assess the functional vision and visual access needs of visually impaired pupils and devise appropriate multisensory programmes to develop residual vision and compensatory skills.</p> <p>To work collaboratively with all relevant parties to ensure appropriate curriculum planning and adaptations to teaching methods and materials are implemented and that outcomes are monitored.</p>

	<p>To assess visually impaired pupils and provide advice, guidance and support to enable them to make the best possible educational progress.</p> <p>To advise on special arrangements for visually impaired pupils taking exams or external assessments.</p> <p>To develop schools' abilities to provide inclusive education.</p> <p>To pursue professional development to maintain up-to-date skills, knowledge and expertise to promote inclusion.</p>
2	<p>Curriculum Roles 40%</p> <p>To use knowledge of the National Curriculum and the implications of visual Impairment, to enable setting staff to plan effective teaching and maximum access to the curriculum.</p> <p>To promote the appropriate use of specialist equipment to maximise learning and facilitate independence.</p> <p>To promote the use of appropriate classroom strategies, resources and teaching materials to minimise the effect of visual impairment on the educational achievement of each pupil.</p> <p>To implement individual support programmes and teach specialist skills, (e.g. Braille, Moon) according to need.</p> <p>To provide reports for Statutory Assessment and Annual Reviews that clearly identify the progress the pupil has made.</p>
4	<p>Partnership Working 20%</p> <p>To fulfil the SEN Code of Practice (2001) and other relevant legislations in working with parents/carers and maintaining clear procedures for effective communication with them.</p> <p>To maintain clear procedures for effective and regular communication with schools in order to provide high quality support and advice on successfully including visually impaired pupils in all aspects of school provision.</p> <p>To work with colleagues form other agencies (e,g Health and Social Services) to provide effective support, advice and training to pupils, students and their parents/carers.</p> <p>To provide advice on the modes of communication available to visually impaired children.</p> <p>To develop and implement systems to ensure that children are listened to and given real opportunities to express their views about their educational plans and progress.</p>