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| **Job Description and Person Specification** |  |
| **This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.**  **Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.** | |

**SECTION A: Role Profile**

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| **Post Title** | Specialist Teacher – Vision Impairment – Sensory and Physical impairment Team | **Post No** | SCHOOL478 |
| **Directorate** | Children’s Services and Skills | | |
| **Division** | Learning, Skills, and Progression | | |
| **Band and Salary** | Teachers Main Pay Scale/Upper Pay Scale - £35,674 - £49,084 per annum, pro rata  Plus, SEN allowance depending on qualifications - £2,679 - £5,285 per annum, pro rata. | | |
| **Responsible to** | Sensory and Physical Impairment Team Manager | | |
| **Location** | Elmwood Place, Smith’s Wood, B36 0UG | | |
| **DBS Check** | Enhanced check for regulated activity for working with Children | | |
| **Fluency Duty** | This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers. | | |

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| **Car User Status** | This is an essential car user post as the demands of the job make it operationally essential and there is a contractual requirement to make a suitable vehicle available to ensure the requirements of the job can be carried out effectively.  Applicants must be able to drive, have a driving licence and be a car owner, however for disabled applicants, reasonable adjustments will be made where required. |
| **Special Conditions** | This post is subject to a pre-employment medical check. |

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| **Role Purpose** |
| To work effectively in an advisory, training, monitoring, and teaching capacity in relation to children and young people referred to the service, in accordance with local authority policy and procedures and as part of the Sensory and Physical Impairment Team, ensuring consistency of approach and service offer.  To fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions document (STPCD) and meet the expectations set out in the Teachers’ Standards.   * Fulfil the professional responsibilities of a specialist teacher in the field of sensory and physical impairment.   To make a positive difference to the life chances of children and young people experiencing difficulties due to their sensory and physical impairment.  To work within the requirements of, the 2014 SEND Code of Practice and support the LA’s Strategy for Inclusive Education, Inclusion Charter, and School Improvement Strategy. |

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| **Role Responsibilities** |
| **Specialist Teacher**   * To undertake work as a specialist teacher Vision Impairment with a caseload within the Sensory and Physical Impairment Team. * Make accurate and productive use of informal and formal assessments to identify the strengths and barriers to learning of referred pupils and make recommendations on strategies for school, parent/ carer, and pupil, to implement which support inclusion and accelerated progress – this may be in an educational setting or in the home. * Plan, monitor and evaluate well-structured intervention sessions with the Inclusion Support Practitioners, to referred groups or individual pupils using evidence-based practice and interventions. * Deliver high quality teaching sessions to groups and/or individuals where required. * Demonstrate best practice in the field of specialism for SPI – Vision Impairment * To empower schools and settings to meet the needs of children with a sensory and/or physical impairment, by building capacity (through knowledge, skills and understanding) to enable children and young people with SPI to make at least good progress and achieve the best possible outcomes. * Visit schools, settings and/or the home to advise on:   + Implications of the sensory and or physical impairment for teaching and learning   + Reasonable adjustments, and modification of the curriculum, evidence-based interventions, individual learning plans and teaching strategies   + Supporting personal and social development * Contribute towards statutory assessments for Education, Health and Care Plans (EHCP) and annual reviews when required. * Provide training and coaching for schools, settings, and other professionals on the educational implications of SPI- vision impairment; how to meet needs; and how to secure pupils’ learning and independence through specialist strategies and approaches. * Maintain appropriate records as guided by service protocol to include:   + Individual Pupil records and plans including evidence of progress and achievement   + Records of involvement/visits   + Records of assessments   + Records of meetings and joint working with professionals and families * Safeguard and promote the welfare of children and young people and follow Specialist Inclusion Support Service (SISS) and school policies and the local authority code of conduct.   **Whole Service – Organisation and development**   * Make a positive contribution to the wider life and ethos of the service and to support SISS’ values and vision. * Work with others on the development of the team specification and delivery to secure a co-ordinated service and outcomes. * Provide cover, in the unforeseen circumstance of another teacher’s absence, in line with Teachers Pay and Conditions. * To promote Equity, Diversity and Inclusion and the local authority vision and philosophy within and beyond the service.   **Professional development**   * Take part in the services’ appraisal procedures. * Take part in further training and development to improve own specialist knowledge and skills. * Where appropriate, take part in the appraisal and professional development of others, including Inclusion Support Practitioners employed within the team.   **Communication**   * Promote close links with colleagues across SISS and 0-25 SEND Service teams to ensure sharing of information, expertise, and data.   **Working With Colleagues and other relevant professionals**   * To develop close links with colleagues across schools, local authority and health services and the voluntary sector supporting the Sensory and Physical Impairment Team’s development of integrated working with other agencies. * To work in partnership with families and partners in other services/agencies to meet the needs of children and young people with sensory and physical impairment, working in a person-centred manner, ensuring co-production (in particular, including the ‘voice of the child’).   **Personal and professional conduct**   * Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside work. * Demonstrate a professional regard for the ethos, policies and practices of the LA, schools and settings worked in, and maintain high standards of attendance and punctuality. * Understand and act within the statutory frameworks setting out their professional duties and responsibilities.   **Other areas of responsibility**   * To undertake such reasonable duties as determined by the Team Manager, Deputy SISS Manager and/or Head of SISS, and/or the Head of Service SEND 0 – 25; commensurate with the level of the role, including working within any team within SISS as determined by service need. |

**Section B: Person Specification**

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|  | **Essential Criteria** | **Desirable Criteria** | **Measured By** |
| **Education & Qualifications** | Qualified Teacher status | Mandatory QTVI qualification  or  willing to undertake the qualification. | Application Form  Certificates |
| Evidence of recent professional development in the area of Vision impairment e.g. additional qualification in teaching children with a sensory and/or physical impairment Unified English Braille (UEB) qualifications etc. |  | Application Form  Certificates |
| Evidence of recent professional development in the area of Special Educational Needs. |  | Application Form  Certificates |

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| **Experience & Knowledge** | Substantial and successful experience of working with children with a Vision Impairment sensory and/or physical impairment at Primary and/or Secondary age. | Experience and confidence in planning and delivering training | Application Form  Interview |
| A thorough knowledge of the barriers to learning that pupils with special educational needs including Vision Impairment may experience and an understanding of effective teaching and learning strategies. |  | Application Form  Interview |
| Experience and confidence in assessing and teaching children and young people with a sensory and/or physical impairment. |  | Interview  Assessment |
| Experience of multi-agency working. |  | Application Form  Interview |
| Experience and confidence in advising others on strategies to meet the needs of children with a sensory and/or physical impairment. |  | Application Form  Interview |
| Knowledge of schools’ responsibilities in relation to pupils with SEND. |  | Application Form  Interview |
| Knowledge of current legislation and guidance, national and local, in the field of SEND. |  | Application  Form  Interview |

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| **Skills & Abilities** | Ability to communicate complex and sensitive information effectively in writing and orally. |  | Application Form  Interview |
| Ability to make sound judgements and decisions. |  | Interview  Assessment |
| Effective time management and organisational skills including the ability to manage a caseload. |  | Interview  Assessment |
| Ability to appropriately support and challenge SENCOs, school leaders and professionals in education and other organisations. |  | Interview |
| Self-motivated with the ability to work both as a team member and alone. |  | Interview  Assessment |
| Ability to understand, interpret and use data to inform planning and action. |  | Application Form  Interview |
| Effective IT Skills using Microsoft Office packages Word and Outlook (or equivalent) and the use of databases. |  | Application Form |
| Ability to plan and deliver training. |  | Application Form  Interview  Assessment |

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| **Core Behaviours** | **Excellence -** With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation, and personal expectations. You adopt a ‘can do’ attitude in all the work you deliver, ensuring it meets the needs of current and potential customers. | Interview |
| **Simplicity -** You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all taking into account hybrid working. | Interview |
| **Trust and Respect -** You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect | Interview |
| **Working Together -** You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve. | Interview |
| **Responsibility -** You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions. | Interview |

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| **Other Requirements** | This is an essential car user post as the demands of the job make it operationally essential and there is a contractual requirement to make a suitable vehicle available to ensure the requirements of the job can be carried out effectively. | Application Form  Interview |
| Applicants must be able to drive, have a driving licence and be a car owner, however for disabled applicants, reasonable adjustments will be made where required. | Application Form  Interview |

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| **Compiled/Reviewed by** | Paula Thompson – Head of Specialist Inclusion Support Service |
| **Date** | September 2024 |

**Section C: Additional Information**

**Corporate Parent Responsibilities**

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

**Health and Safety**

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others’ health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council’s Corporate Health and Safety Policy and any local safety procedures.

**Information Management**

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

**Training and Development**

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

**Solihull Behavioural Framework**

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

**Teachers Standards**

The Council expects all teaching staff to demonstrate the behaviours in the Teachers Standards to the standard expected to their role and level of responsibility.

**Mobility**

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

**Variations to Job Descriptions**

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.