PLANTSBROOK SCHOOL

'Be the best that you can be'

Plantsbrook LEARNING TRUST

JOB DESCRIPTION

Title of Post:	Teacher for students with Visual Impairment
Salary:	Teachers' Pay Scale + SEN Point(s) TLR available for candidate with suitable experience
Effective from:	To commence as soon as possible

INCLUSION DEPARTMENT

Introduction to the Post

This is a permanent, full-time post available for an immediate start. It is payable on the Teachers' Pay Scale according to qualifications and experience.

The team has a good reputation locally and considerable potential to make an even greater impact on the achievement of our students. There are 21 Teaching Assistants, 13 specifically working with the visually impaired students. All staff have a commitment to inclusion as well as whole school initiatives. The team is supportive of our students and genuinely want to see them being the best they can be. The department is very well resourced in terms of equipment and in September 2017 we will move into our new building with state-of-the-art facilities.

The Inclusion team supports children with a wide range of special needs, including around 20 in the Resource Base for Visual Impairment. A number of others have learning difficulties and emotional and behavioural difficulties. We also have a large number of Academically More Able students whose progress can be supported by the Inclusion Team.

This is an exciting time to join the school and there are many opportunities for the right candidate to take our practice from outstanding to inspirational.

The postholder will be responsible for monitoring and teaching students who are visually impaired. You will ensure that students can access their educational environment and achieve to the best of their ability.

You will need Qualified Teacher Status, together with a mandatory qualification for teaching children and young people with visual impairments.

QTVIs are effective professionals who are thorough in their specialist knowledge regarding visual impairment. They plan, teach and assess effectively and are able to advise and support mainstream staff to meet the needs of children and young people with visual impairment.

Teaching and Managing Pupil Learning

- To teach the visually impaired students either individually or in groups, differentiating according to task, ability and purpose alongside their sighted peers.
- Demonstrate impact on the educational progress of VI children with a significant and specific responsibility focused on Teaching and Learning.
- Assist in the training of mainstream staff to develop strategies for VI students.
- Provide support and advice to parents on the educational implications of their child's visual impairment.
- Provide access to the curriculum for VI pupils, through either a tactile medium or by using their residual vision.
- Enable the VI pupils to access the mainstream curriculum, including practical subjects.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management, and identify the appropriate communication for each learner with a visual impairment, including those with multiple impairment.
- Employ appropriate strategies and techniques for teaching literacy and numeracy to the print user and the Braille user.
- Use techniques for teaching Braille to a nationally agreed standard.
- Promote the inclusion of VI students with their educational peer group.

Planning and Setting Expectations/Pupil Achievement

- Design and implement appropriate curricula, taking into account the individual learners' needs, age, culture and stage in education.
- Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs and evaluate competing demands for a visually impaired learner e.g. the implications of including time for mobility training upon other areas of the curriculum.
- Record and report progress of VI pupils.
- Contribute to transition planning.

Assessment and Evaluation

- Demonstrate consistent and effective recording, reporting and monitoring of progress to give clear and constructive feedback.
- Carry out appropriate assessment of functional vision, including classroom observations, skills and needs of learners with a visual impairment and present reports of assessments, taking note of any potential audience (such assessment should include the use of developmental scales and/or orientation and mobility checklists) when appropriate.
- Assess and plan for the application of ICT in meeting the needs of learners with a visual impairment.

Managing Resources

- Design, produce, present and evaluate materials in the appropriate medium, e.g. tactile diagrams, Braille size and environment conditions for students using both traditional methods and new technologies, which enable teaching objectives to be met.
- Advise on the physical environment appropriate to the needs of each learner and to facilitate its use.
- Advise on the deployment of resources and staff within the VI Resource Base.
- Complete Educational Health Care Plans.

PLANTSBROOK SCHOOL

GENERIC TEACHER JOB DESCRIPTION

1.0 JOB TITLE Subject Teacher/Form Tutor

2.0 JOB PURPOSE To promote the general progress and well being of individual pupils and of any class or group of pupils assigned to you principally but not exclusively by teaching and as a Form Tutor if required.

3.0 DUTIES AND RESPONSIBILITIES

3.1 Those duties and responsibilities undertaken by a teacher in relation to the teaching of children and the organisation of the Multi-Academy Trust:

a) Planning and preparing work for pupils assigned to you.

b) Teaching according to their educational needs, the pupils assigned to you, including the setting and marking of class work and homework carried out by those pupils, the number of lessons should not normally exceed that limit which has been agreed in the school.

c) Assessing, recording and reporting on the development, progress and attainment achieved by those pupils assigned to you.

d) Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

e) Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.

f) Regularly reviewing your methods of teaching and programme of work.

g) Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

h) Taking all reasonable steps to maintain good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

i) Participate, as appropriate, in meetings at the school which relate to the curriculum, administration or organisation of the school.

j) Participate in arrangements, as appropriate, for preparing pupils for public examination and assessment approved by the Secretary of State, recording and reporting such assessments and participating in arrangements for pupils' presentation for and supervision during such examinations.

k) Participate in an equitable system of cover in accordance with policies agreed between the School and the recognised Teacher Associations.

l) Attending assemblies unless a dispensation has been granted, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions in accordance with school policy.

3.2 **SPECIFIC**

a) To ensure that the register is marked punctually and kept up-to-date as required by the law. All absence should be accounted for by notes from parents or guardians and any problems reported to the Achievement Co-ordinator for the appropriate Year Group in the first instance.

b) To deal with other returns and requests for information about pupils in the Tutor Group as required.

c) To contribute to and assist as required in keeping up-to-date the pupil records for each pupil in the Tutor Group.

d) To contribute to references, reports to outside agencies and the like, in consultation with colleagues.

e) To implement the School Policy on personal appearance, uniform and behaviour of the pupils.

f) To help pupils with individual guidance as necessary.

g) To attend assembly with the form unless a dispensation has been granted.

4.0 LINE MANAGEMENT – RESPONSIBILITY TO AND FOR

1. Responsible to the Headteacher (through Subject Leader and Departmental Supporter).
2. To an Achievement Co-ordinator for any tutorial activity.
3. Responsible for the supervision of persons providing support in the classroom.

5.0 PERFORMANCE MANAGEMENT

Teachers on the Main, Upper and Unqualified Teachers' pay scales will have their salary reviewed annually in accordance with the Academy Trust Pay Policy. To move up the Main pay scale or the Unqualified teachers' pay scale one point at a time teachers will need to have made good progress towards their objectives, have shown they are competent in all elements of the Teachers' Standards and teaching should be at least good as defined by OFSTED.

If appropriate, for the postholder:

UPR:

- Any qualified teacher who is highly competent in all elements of the relevant standards and his/her achievements and contributions to the school are substantial and sustained, may apply to the Headteacher to be paid on the Upper Pay Range.

- *Highly competent in all elements of the relevant standards* means teaching performance which consistently meets all elements of the Teachers' Standards.

- *Substantial* means a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities. The purpose of the contribution is to help those teachers improve the outcome for pupils. However, the teacher providing the support should not routinely be held accountable for the learning of pupils in the classes taught by other teachers.

- *Sustained* means maintaining these contributions over at least two years.

6.0 REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Headteacher or the postholder but only after full consultation with the postholder.

Job description issued, after consultation, by Ms T Campbell, Headteacher.

PERSON SPECIFICATION

Professional Qualities

You will:

1. Be an excellent teacher.
2. Be qualified as a QTVI.
3. Have good classroom management skills and be able to help other departmental colleagues if needed.
4. Be committed to teamwork as a style of management, both within the department and within the school.
5. See the Inclusion Department as being part of a wider picture which includes the whole curriculum.
6. Be committed to improving student achievement, including monitoring attainment, target setting and mentoring underachievers.
7. Be an efficient administrator.
8. Be committed to staff development and training, including performance management.
9. Be committed to equal opportunities and success for everyone in a comprehensive school.
10. Be committed to safeguarding and promoting the welfare of children and young people.
11. Be committed to the concept of the school at the heart of the community.

Personal Qualities

You will:

1. Enjoy working with young people and treat them with respect.
2. Be able to motivate and inspire students.
3. Be optimistic, enthusiastic and 'generous of spirit'.
4. Have a sense of proportion and humour.
5. Be equally literate and numerate, including using ICT.
6. Have the personality to deal with student discipline problems firmly and fairly.

TO APPLY:
If you would like to apply for the post, please complete the application form enclosed, together with other relevant information in support of your application.

The application form and details are also available on our website:
http://www.plantsbrooklearningtrust.org.uk/landing-Vacancies

I look forward to reading your application. If you are shortlisted for this post you will be contacted by telephone. It is our practice, as part of the interview process, for interviewees to teach a 30 minute session, observed by a senior member of staff.

Note: If you have not heard from the school within 2 weeks of the closing date, please assume that you have been unsuccessful in your application.

Closing Date: Friday 1st December 2017

Ms T Campbell
Headteacher

Plantsbrook Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note successful candidates for all Plantsbrook Learning Trust vacancies will be requested to apply for an Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.