



Post:	SEN Lead Teacher of VI
Reporting to:	SENCO
Line Management:	VI Team
Remuneration:	Teacher's Pay Scale + TLR2d

Role Purpose:General

- 1.1 To actively promote our academy's shared values and vision
- 1.2 To ensure effective safeguarding procedures are understood and employed by all members of the VI team
- 1.3 To be responsible for high quality provision for VI students across the academy and the delivery of specialist educational support and advice to children with a range of visual impairments and other SEND, their families and the staff in the academy
- 1.4 To lead a team of colleagues in curriculum planning and developing pedagogy for VI students
- 1.5 To improve educational and life outcomes for children and young people with visual impairment and other SEND
- 1.6 To support the SENCO in effectively monitoring, tracking and following up on progress of VI students across the academy
- 1.7 To ensure equal access and opportunities for students and staff in the academy.

Key Areas of Responsibility:

- 2.1 To promote the highest of expectations and the establishment of a caring, respectful and inclusive learning environment that challenges members of our community to be the very best they can be
- 2.2 To provide professional advice and guidance to teaching and support staff across the academy to support the teaching and learning needs of Visually Impaired students, some of whom may have a dual sensory impairment and/or complex needs.
- 2.3 To be responsible for the performance of VI outcomes as agreed with the SENCO in line with the Academy Performance Agreement, through strategic planning identifying areas for development with key timeframes for action and appropriate intervention and follow up
- 2.4 To model, advise on and deliver appropriate and effective assessments, strategies and interventions for whole classes, for small groups and for individual children and young people who are visually impaired, including those with other SEND
- 2.5 To advise school staff on the assessment of functional visual and auditory skills in settings within the academy environment.
- 2.6 To advise academy staff on curriculum access and differentiation for VI/MSI/MDVI pupils.
- 2.7 To plan and prepare materials to support the inclusion of VI students across the academy when required.
- 2.8 To assist other professionals (e.g. Educational Audiologist, Physiotherapist) in the assessment of students' skills within the academy setting.
- 2.9 To establish and maintain professional links between the LA and personnel from other LAs, health care trusts, Social Services departments and voluntary agencies.
- 2.10 To provide, as appropriate, interpretation of clinical information from assessment reports received from consultants and specialists.
- 2.11 To assess and monitor the progress of students on caseload and provide written reports to academy colleagues and parents/carers. To support academy staff in writing IEPs and teaching and learning strategies for meeting targets.
- 2.12 To teach pre-Braille skills, Braille or Moon as appropriate.
- 2.13 To teach ICT/keyboard skills as appropriate.
- 2.14 To provide direct teaching, where appropriate, through the implementation of 'Intervention Plans'.
- 2.15 To maintain an up to date system of record keeping.

- 2.16 To ensure that the SENCO is kept up to date on all developments relating to all students on caseload.
- 2.17 To monitor and evaluate the use of resources allocated to pupils on caseload in order that an effective and efficient service is provided.
- 2.18 To engage in joint planning with, and provide regular casework supervision and support for, identified teaching assistants within the team
- 2.19 To advise on, demonstrate and monitor the use of specialist equipment and resources (including ICT) for children and young people within the specialist area
- 2.20 To provide training in the specialist area to parents/ carers, individual and groups of staff in the Academy setting and colleagues from other teams and services
- 2.21 To respect the confidentiality of all information relating to pupils and their families.
- 2.22 To safeguard the welfare of children and young people
- 2.23 To undertake such other duties as may from time to time be required that are considered to be compatible with professional status and conditions of service.

Staff

- 3.1 To work alongside the SENCO in developing strong teamwork and collaborative approaches to all aspects of academy life that align to our academy shared vision and values
- 3.2 To line manage key staff in VI effectively, as agreed with the SENCO, in order to ensure the highest of expectations and aspirations are at the core of all strategic and operational decisions made
- 3.3 To celebrate successes and achievements of individuals within the team and to regularly share best practice as one means of contributing to effective staff professional development
- 3.4 To facilitate team and individual high quality professional development as required that is tailored takes into account the academy strategic priorities and reflects current educational issues at national and local level
- 3.5 To effectively challenge under performance, implement support where necessary and follow up rigorously as agreed with SENCO
- 3.6 To monitor, track and intervene through a strong understanding of data and data systems
- 3.2 To manage cover during staff absence in the absence of the SENCO
- 3.3 To work / liaise with the SENCO

Students

- 4.1 To ensure that all students receive their entitlement to an inclusive education in a caring and respectful environment that challenges them to be the very best they can be
- 4.2 To ensure that students have access to high quality, relevant and engaging resources for learning
- 4.3 To involve children, young people and their parents/carers in the planning of interventions and in decision making processes
- 4.4 To form and maintain appropriate relationships and boundaries with students to safeguard their welfare.

Resources

- 5.1 To work closely with the SENCO in deciding the most appropriate and sustainable use of finances and resources across the academy.
- 5.2 To demonstrate commitment to innovations that are in the best interests of our students.

Signatures

This job description will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: _____ Date: _____
Employee



Person Specification

Education and Knowledge
<ul style="list-style-type: none">• Qualified Teacher Status• Mandatory qualification in visual impairment or willingness to undertake a Masters level qualification• Evidence of comprehensive relevant professional development, including SEND specialist training courses• An understanding of the learning and pastoral needs of students with visual impairments, and other SEND.• An understanding of appropriate assessments, small step teaching programmes and differentiated materials/resources that support students with SEND, including VI, ASD, SLCN, HI and MLD, to make good progress at KS3-5• Working knowledge of the specialist equipment and assistive technology available to children and young people with a visual impairment• Knowledge of current policies, guidance and research in this area of work, both nationally and locally• Up to date and working knowledge of child development and the KS3-5 curriculum• Knowledge and understanding of the responsibilities and processes related to safeguarding children and young people
Experience
<ul style="list-style-type: none">• Prior qualification in teaching experience including class teaching• Experience of working with student with other SEND, including ASD, SLCN, HI and MLD• Experience of collaborative work with a range of professionals and agencies• Experience of working in partnership with parents/carers• Experience of facilitating IEP and annual review processes• Experience of line managing a team of staff.• Experience of delivering CPD on either a whole school or small group basis
Personal skills and general competencies
<ul style="list-style-type: none">• A high level of personal drive and commitment to excellent care and the ability to set an example for other staff• Strong interpersonal skills to gain the agreement and acceptance of others including colleagues, senior leaders and other stakeholders• Ability to work independently, make decisions and solve problems to meet operational targets involving devising solutions and prioritising the resources available• Ability to meet agreed objectives and delivery targets by the effective use of resources• Ability to communicate clearly and effectively verbally, in writing and using a range of alternative communication systems as necessary• Competent in the use of specific assessment and teaching programmes to aid progress at KS3-5 for students with SEND, including VI, ASD, SLCN, HI and MLD• Ability to demonstrate effective teaching methods on a one to one, small group or whole class basis• Ability to maintain accurate records and to use data to inform interventions and planning for pupils• Ability to mentor, direct and supervise the work of teaching assistants• Ability to use ICT processes appropriate to the role• Ability to undertake effectively the role of lead professional and/or key worker as appropriate