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|  | **Teacher of VI Person Specification** |

Essential (E) -Essential to be considered for appointment Desirable (D)- Beneficial for the successful applicant

**How assessed:**

AF - Application form SS - Supporting statement I – Interview

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| **Criteria** | **Essential/ Desirable** | **How assessed** |
| **1. Qualifications / Experience** |  |  |
| 1. Post Graduate Qualification Teacher of the Vision Impaired and Qualified to degree level or equivalent | E | AF |
| 1. Qualified teacher status | E | AF |
| 1. Holding or in the process of completing other relevant professional qualifications | E | AF |
| 1. Evidence of up to date knowledge of relevant professional developments and ability and willingness to continue professional development in the field of Visual Impairment | E | AF/SS/I |
| 1. Proven experience of teaching primary and/or secondary aged pupils with Vision Impairments | E | AF/SS/I |
| 1. An understanding of the diverse learning, technological and social needs of children and young people with vision impairment | D | SS/I |

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| **2. Professional knowledge, experience and skills (Vision and core purpose)** | | |  | |  | |
| 1. Good ambassador for the school with clear values and moral purpose | | | E | | I | |
| 1. Experience of promoting inclusion of CYP with Vision Impairments within a mainstream school/setting and with parents | | | D | | I | |
| 1. Establishing and maintaining good relationships with CYP, parents/carers and other adults so that a consistent and unified approach is adopted to meet the needs of CYP | | E | | !  I | |
| 1. Ability to contribute to a positive ethos, with emphasis upon high achievement for all | | E | | I | |
| 1. Commitment to going ‘the extra mile’’ for pupils in our care | | E | | SS/I | |
| 1. Commitment to working for the benefit of others | | E | | SS/I | |
| **Specialist Knowledge and Skills** | |  | |  | |
| 1. Experience of working in a peripatetic role and with a wide range of partners including families, education, health and care | | E | | SS/I | |
| 1. An ability to respond flexibly, working with a range of environments and situations to meet the needs of CYP with Vision Impairments | | E | | I | |
| 1. Demonstrate understanding of the impact of Vision Impairment on CYP’s literacy, social skills, technology, learning and their engagement in school and community life | | E | | I | |
| 1. Involvement in raising the attainment and progress of CYP with Vision Impairments and promoting their educational inclusion through whole school/setting and home development. | | E | | I | |
| 1. A good understanding of the inclusion of children and young people with vision impairment in settings, schools and in the home | | E | | SS/I | |
| 1. A sensitive understanding of how children and young people with a vision impairment learn and develop | | E | | SS/I | |
| 1. Excellent oral, written and interpersonal skills | | E | | SS/I | |
| 1. A good understanding of how to assess the progress that pupils with a vision impairment make in the classroom | | E | | SS/I | |
| 1. A good understanding of how to plan effective lessons that engage learners, enable pupils to make outstanding progress | | E | | SS/I | |
| 1. A good understanding of safeguarding issues related to working with children | | E | | SS/I | |
| 1. A good understanding of the impact of vision impairment on a child, young person’s learning, literacy, social, technological and access in their setting/school and community | | E | | SS/I | |
| 9. Ensure that all work undertaken enables full access for all people regardless of ethnic background, gender, or any disability or impairment | | E | | SS/I | |
| **3. Personal Attributes** | |  | |  | |
| 1. Well organized and motivated with the ability to plan and prioritise work | | E | | SS/I | |
| 1. Reliability and determination | | E | | SS/I | |
| 1. Ability to work well as part of a team and individually | | E | | SS/I | |
| 4.Ability to review, evaluate and learn from own practice | | E | | SS/I | |
| 1. 5. Commitment to continuous professional development and deliver INSET to setting/schools | | E | | I | |
| 1. 6. Ability to take the initiative and respond to change | | E | | I | |
| 1. 7. Ability to be able to relate to and inspire young people | | E | | I | |
| 1. 8. Ability to demonstrate patience and empathy with children and other adults | | E | | I | |

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| **4. Wider engagement and contribution** |  |  |
| 1. Ability to build and maintain effective relationships with parents, carers, partners, governors and the community that  enhance the education of all pupils | E | I |
| 2. Ability to collaborate and network with other schools | D | SS |