**THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**OXTED SCHOOL**

**JOB PROFILE – HEAD OF SPECIALIST VI CENTRE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job Title:** | Head of Specialist VI Centre | | | |
| **Reporting to:** | Head of School | | | |
| **Salary:** | MPR/UPR plus TLR 2c | | | |
| **Start date:** | 1 September 2021 | | | |
| **Job Purpose:** | * To ensure that the negotiated aims and objectives of the Specialist Centre are achieved, by ensuring that all children and young people with vision impairment (CYPVI) who are enrolled under the Specialist Centre receive full access to the curriculum and all other aspects of school life and make or exceed expected levels of progress. * To ensure that all staff within the Faculty provide inspirational high-quality Teaching and Learning that supports students in making accelerated progress. * To provide inspirational leadership and develop a high performing team which delivers outstanding outcomes for students * To lead and promote activities that support the improvement priorities of the school * To consistently maintain and model the Teacher Standards | | | |
| **Key accountabilities** |  | | | |
| **Strategic Leadership** | **Teaching and Managing Student Learning** | **Assessment and Evaluation** | **Professional Development** | **Communication** |
| * To develop, promote and monitor whole school policies and procedures with specific responsibility for promoting and ensuring the quality of teaching and learning for CYPVI within the school * To contribute to the appointment of staff to the Centre * To deploy teaching and support staff within the Centre * To promote and support professional development within the Centre * To manage a budget and oversee effective allocation of material resources within the Centre * To be aware of student eye conditions and associated complex needs, so that relevant outcomes are set and monitored * To identify areas for improvement within the faculty and contribute to whole-school self-evaluation and improvement planning * To set expectations and targets for staff and students in relation to student achievement and monitor progress towards these targets * To contribute to the appointment of staff to the faculty * To deploy teaching and support staff within the faculty. * To carry out Performance Management in line with whole school procedures * To manage a budget and oversee effective allocation of material resources within the faculty | * To audit, plan, oversee, monitor and review the specialist additional and mainstream curriculum provision and enrichment for CYPVI within the Centre, consulting with the relevant lead professionals * To receive, manage and assign access technologies and related software ensuring that they are used to maximum effect to enhance the learning experiences of CYPVI * To analyse data and monitor and track progress of all students towards targets * To plan intervention strategies to support progress of all students towards targets * To ensure that teaching and learning within the faculty is of a consistently high standard and provides challenge and engagement * To create, review and update effective schemes of work for all key stages which support the highest quality teaching and enable progression for all students * To observe and analyse classroom practice, offering targeted support when necessary in line with whole school Quality Assurance procedures * To develop students’ communication, literacy and numeracy skills * To keep abreast of new curriculum thinking (including KS2) and examination specifications * To promote the use of the VLE and extra-curricular opportunities to extend learning beyond the classroom * To manage student behaviour, sanctions and rewards within the faculty in line with school policy   To liaise with Sight for Surrey to ensure the students work towards their mobility and independence outcomes | * To assess, monitor and evaluate the progress of CYPVI using appropriate whole school systems for tracking * To advise staff on the curricular, medical, social and emotional needs of CYPVI and contribute to training and development of staff, this may include observing classroom practice, offering targeted support when necessary in line with the whole school Quality Assurance Procedures * To establish a consistent approach to reviewing data and provision within the Centre that ensures the progress of CYPVI * To manage student behaviour, sanctions and rewards within the Centre whilst adhering to whole school policy for the same * To ensure the Centre promotes a stimulating and caring learning environment * To prepare for, monitor and review all processes and relevant paperwork pertaining to a student’s targets and EHCP, in line with School and LA procedures * To measure the impact of student interventions * To work collaboratively alongside the Inclusion Team/SENCO to lead on and effectively promote inclusive practice within the school for all CYP VI/SEN * To promote and safeguard the welfare of children and young people for whom you * To use national quality standard frameworks to reflect and improve student outcomes and offer peer-to-peer audits * To establish and implement clear practices for assessing, recording and reporting on student progress in line with school policy * To lead the implementation of intervention strategies to ensure outstanding progress for all students | * To undertake relevant CPD to meet the needs of CYPVI. (post holder must hold the Mandatory Qualification for Teachers of the Visually Impaired with associated Grade 2 UEB Braille. * To role model outstanding classroom practice * To inspire and motivate staff within the faculty and develop a cohesive team * To promote collaborative working within the faculty, with other subject areas and other THPT schools * To provide subject specific Professional Development opportunities which develop pedagogy and have impact in the classroom * To take responsibility for your own Professional Development through engagement in internal and external training. * To read widely, and keep abreast of national developments in education. * To offer QTVI placements and contribute to national training | * To promote collaborative working between the Centre and other subject areas in order to plan for, prepare, adapt and modify all resources relating to the curriculum and progress of CYPVI * To develop and maintain strong lines of communication between parents, feeder schools and other Specialist Centres, outside agencies and businesses, and centre staff to ensure continuity and progression for all CYPVI * To be able to demonstrate an excellent network of professionals within the wider VI and local community * To join national VI networks and to market the Specialist VI Centre within the national VI community as a Centre of Excellence to ensure it retains a high profile and is the Centre of choice locally * To attend regular line management meetings with SLT line manager * To attend Curriculum meetings and follow up any action points * To organise faculty meetings ensuring the focus is on the improvement of Teaching and Learning * To establish effective communication with parents / carers * To develop lines of communication between feeder schools and faculty staff to ensure continuity and progression. * To attend parent / information evenings in line with role |

|  |
| --- |
| **Subject Specific Information** |
| There has been a Specialist Centre for the Visually Impaired within Oxted School since 1988. The Specialist Centre supports both blind and visually impaired students and is one of five such bases in Surrey. We have own purpose build centre and capacity for 18 students, along with a very committed team of VITAs who have a wide-ranging experience of working with students with a visual impairment. Students come from many neighbouring Authorities, but all students will be seeking a mainstream education and will have an EHCP with vision detailed as primary need. Students are offered a place in the Centre based on the highest need, location and the number of available places. Students are given training and expected to use appropriate VI technology to support their independence in lessons.  The school encourages positive inclusion of all students with a Visual Impairment in all aspects of school life. VI students have taken part in school productions and choir tours and have joined school trips to Europe and the USA. All go on Year 8 camp.  Many of our students have gained Duke of Edinburgh Silver and Bronze awards. Two of our students qualified for the Riding for the Disabled nationals. A number have been selected to play cricket for Surrey and one former student played for England. Our students have weekly sailing lessons in the summer months and most are working towards the RYA Gold Award.  Our aim is to improve the life chances of our students. So we actively seek out opportunities for them and many different providers approach us.. Recent events have included talks from Blind in Business, and the RSLB, and touch tours to London shows such as Aladdin and The Wider Earth. The students play VI cricket at the Kia Oval, and Goalball and VI Football, as well as joining in VI sports activity days. Our students have received bespoke coding workshops run by Microsoft.  Our 2018 OFSTED report stated that “the leader of the Specialist VI provision ensures that these students are very closely supported and, as a result, they are achieving well. Many students on into sixth form. Recent students have progressed to York, Sheffield and Birmingham universities, as well as to local and national colleges.  For further information, please visit our website: https://www.oxtedschool.org/Speciallist-Centre-for-the-Visually-Impaired/ |

|  |
| --- |
| **Additional Information** |
| * For details of how the school day is structured, please see school specific websites. * The majority of staff will be form tutors * For more information about The Howard Partnership Trust (www.thehowardpartnership.org) |

**THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**PERSON SPECIFICATION – HEAD OF SPECIALIST VI CENTRE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status |  |  | Application |
| Mandatory Qualification for Teachers of Visually Impaired with associated Grade 2 UEB Braille – Birmingham University |  |  | Application |
| Recognised training qualifications or experience with SEN students  Experience of working with students with VI and additional needs |  |  | Application |
| Relevant specialist qualifications in your subject |  |  | Application |
| Commitment to CPD and improving practice through reflection |  |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism |  |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  |  | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards |  |  | Application / Interview |
| Demonstrable experience of improving student outcomes |  |  | Application / Interview |
| Experience of carrying out monitoring and evaluation of colleagues |  |  | Application / Interview |
| Experience of leading CPD opportunities for colleagues |  |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating learning environment |  |  | Application / Interview |
| To lead a team, inspiring others and to promote faculty / department procedures |  |  | Application / Interview |
| To be a confident user of IT as a teaching tool |  |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives |  |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults |  |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress |  |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards |  |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively |  |  | Application / Interview |
| **Safeguarding** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | | | |