

Job Description

Job Title	Qualified Teacher of Children and Young People with Vision Impairment
Directorate	Children and Young People's Services
Service Area	Sensory Service
Grade	M1 to U3
Competency Level	1
Salary	£32,916 – £51,048
Job Type	Hybrid
Location	Parklands Customer Focus Centre
Disclosure and barring service (DBS)	Enhanced with Child Barred List (Adult and Child Workforce)
Job Evaluation Ref No	

Job Purpose

To provide specialist teaching, assessment, and advisory support for children and young people (0–25) with vision impairment (VI), ensuring equitable access to education and promoting inclusion. The QTVI works collaboratively with families, schools, early years settings, colleges, and multi-agency teams to enable learners to achieve their full academic, social, and emotional potential. This includes delivering specialist interventions, training staff, and embedding the **Curriculum Framework**



for Vision Impairment (CFVI) to develop independence and life skills to enable CYP to achieve their full potential academically, socially, and emotionally.

Directly Responsible For:

Learning Support Mentor of Children and Young People with a VI, Learning Support Assistant, Habilitation Officer

Directly Responsible To:

Operational Leader for the Sensory Service

Main Areas of Responsibility:

1. Specialist Teaching and Support

- Deliver direct and consultative teaching for CYP with VI, including braille, tactile graphics, and assistive technology based on the Curriculum Framework for Children and Young People with a VI
- Adapt learning materials and environments to ensure accessibility
- Promote independence and social inclusion through tailored interventions

2. Assessment and Planning

- Conduct Functional Vision Assessments (FVA) and Learning Media Assessments (LMA)
- Interpret ophthalmology reports to inform educational planning
- Develop and monitor SEN Support Plan and vision-specific targets aligned with CFVI outcomes

3. Collaboration and Capacity Building

- Work with SENCOs, teachers, teaching assistants, Learning Support Mentors of CYP with a Vision Impairment, Learning Support Assistant and external professionals to build capacity in meeting VI needs
- Provide training and guidance on inclusive strategies, assistive technology, and specialist resources
- Liaise with parents/carers to support home learning and transitions

4. Resource and Technology Management

- Advise on and facilitate provision of specialist equipment

5. Professional Development and Compliance

- Adhere to and comply with all relevant Council's policy on inclusion, promoting Quality First Teaching practices and raising awareness of compliance with the Equalities Act 2010, Children and Family Act 2014 and the SEND Code of Practice 2015
- Keep up-to-date with current educational thinking and practice in educating CYP with VI
- Participate in multi-agency meetings and contribute to service development
- Uphold safeguarding responsibilities for children and vulnerable adults

6. Other:

- Any other duties commensurate with the grade

Supervision and Management Responsibility:

- No supervisory or line manager responsibility

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

Physical Demands of the Job:

- Peripatetic working that will involve travel across the city region throughout the day. It is also likely to include the carrying of resources, teaching materials, and prolonged use of display screen equipment

Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken

- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level: **Level 1**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- Qualified Teacher Status (QTS) (A)
- Holding the mandatory qualification for Teachers of Children and Young People with Vision Impairments or commitment to completing qualification (A)

Desirable

- Evidence of comprehensive and continued professional development including specialist training courses

Experience

Essential

- Experience teaching or supporting children and young people with SEND, preferably VI (A, I)
- Considerable and demonstrable Quality First teaching (A, I)
- Experience of proactive involvement within school (A, I)
- Experience in multi-agency collaboration and delivering staff training (A, I)

Desirable

- Experience of running an extra curricula activity
- Experience of proactive involvement within school
- Experience of directing Teaching Assistants
- Experience of extended work with parents

Skills/Abilities

Essential

- Strong communication and interpersonal skills for working with families and professionals (A, I)
- Effective time management and ability to work independently across multiple settings (A, I)
- High level of competence in ICT (A, I)
- Ability to differentiate to variety of learning needs (A, I)

Desirable

- Ability to conduct Functional Vision Assessments and Learning Media Assessments
- Proficiency in braille, tactile graphics, and assistive technology (or willingness to train)

Commitment

Essential

- Commitment to inclusion and equality of opportunity (A, I)



- Flexible, proactive, and solution-focused approach (A, I)
- Willingness to undertake ongoing professional development (A, I)

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

Other

Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level (Enhanced)

Desirable

- Able to work co-operatively as part of a team