

OLDHAM COUNCIL

JOB DESCRIPTION

Job Title:	Specialist Teacher for Children and Young People with a Multi-Sensory Impairment (QTMSI)		
Directorate:	People	Division/Section:	Education, Early Years and Skills
Grade:	MPS/UPS + TLR 2a or 2b dependent upon qualifications and experience	JE Reference:	N/A

Job Purpose

1. To provide teaching, support and advice to children and young people (CYP), schools, families and other agencies with respect to CYP with a multi-sensory impairment (MSI).
2. To promote and support the achievement of all children through work with officers, agencies, schools, families and CYP where multi-sensory impairment is a factor.
3. To participate as a team member in the operation, promotion, evaluation and development of the Sensory and Physical Support Service and its provision for CYP with sensory impairment within the wider SEND team.

Key Tasks

1. To provide specialist advice, guidance and direct teaching to CYP, schools/settings, families and other agencies with respect to CYP with a multi-sensory impairment (MSI). This will include effectively identifying and meeting the needs of CYP with a MSI.
2. Employ appropriate strategies and techniques for teaching, leading and implementing the specialist curriculum, for children with multi-sensory impairment.
3. Model to other teachers/support staff, effective methods of intervention that develops pupils of all abilities, and set challenging learning objectives which are relevant to all children.
4. To maintain and promote high aspirations for CYP with a MSI and work towards enabling the CYP to achieve the best possible outcomes.
5. To work across a range of settings including, but not limited to, homes, nurseries, and schools, to support CYP with a MSI from 0-25.
6. Undertake specialist assessments of needs, focussing on the specialist curriculum, record and report findings appropriately, and monitor and assess progress. This includes all statutory duties relating to EHCPs.
7. To support settings to raise attainment and to ensure maximum access to the curriculum for CYP with a MSI.

8. Review the introduction and use of new technology and equipment, advise and train to ensure correct use and monitor its effectiveness
9. To communicate effectively and maintain good professional relationships with CYP, families and colleagues across a variety of multi-disciplinary teams.
10. To provide strategic advice and support for SENCOs and senior leaders to promote effective SEND provision in line with the Oldham Inclusion Framework
11. To undertake appropriate record keeping including individual case notes for CYP as well as report writing in line with service protocols.
12. To contribute to and support team and Directorate policies, strategies, and projects.
13. To reflect on and evaluate your own practice to improve effectiveness.
14. To promote the implementation of agreed equal opportunities, customer care, health and safety and partnership policies.
15. When qualified as a specialist QTMSI and on the Upper Pay Scale, there will be an expectation that the staff member will have a service curriculum responsibility agreed with the sensory leads.
16. To prepare and develop service materials and resources for children and young people with sensory impairment.
17. To contribute to the development and delivery of INSET to schools and settings.

Standard Duties:

1.	To actively promote the equalities and diversity agenda in the workplace and in service delivery.
2.	To uphold and implement policies and procedures of the Council, including customer care, data protection, finance, ICT, safeguarding and health & safety policies.
3.	To actively engage with the behaviours and values of the Council to promote and support our Co-operative Agenda.
4.	To undertake continuous professional development and to be aware of new developments, legislation, initiatives, guidelines, policies and procedures as appropriate to the role.
5.	Undertake any additional duties commensurate with the level of the post.

Contacts:

Specialist Support Services including Educational & Child Psychology Service, Advisory Teaching Teams and Mental Health in Education team, SEND and Inclusion services teams, Head Teachers, Senior Leaders, SENCOs, Teachers and Teaching Assistants, other professional services including Health and Social Care, children, young people, and families.

Relationship To Other Posts in the Department:

Responsible to:	Sensory Lead: Vision Impairment. Head of Specialist Services.
Responsible for:	None

Special Conditions: None

Values and Behaviours:
We have a clear set of values that outline how we do business. We share these Borough-wide with our residents, partners and businesses: • Fairness - We will champion fairness and equality of opportunity and ensure working together brings mutual benefits and the greatest possible added value. We will enable everyone to be involved. • Openness - We will be open and honest in our actions and communications. We will take decisions in a transparent way and at the most local level possible. • Responsibility - We take responsibility for, and answer to our actions. We will encourage people to take responsibility for themselves and their actions. Mutual benefits go hand-in-hand with mutual obligations. • Working together - We will work together and support each other in achieving common goals, making sure the environment is in place for self-help. • Accountability - We recognise and act upon the impact of our actions on others and hold ourselves accountable to our stakeholders. • Respect - We recognise and welcome different views and treat each other with dignity and respect. • Democracy - We believe and act within the principles of democracy and promote these across the borough. Internally we have translated these values into five Co-operative behaviours which outline the priority areas of focus for staff at all levels. • Work with a Resident Focus • Support Local Leaders • Committed to the Borough • Take Ownership and Drive Change • Deliver High Performance More information around our Values and Behaviours can be found on our Greater.Jobs pages.

	DATE	NAME	POST TITLE
Prepared	10.09.26	Joanne Jones	Sensory Lead: Vision Impairment, SAPSS
Reviewed	16.09.26	Kay Davies	Sensory Lead: Deaf and Hearing Support team, SAPSS
Reviewed			
Reviewed			
Reviewed			

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PERSON SPECIFICATION

Job Title: Advisory Teacher for Children and Young People with a Vision Impairment (QTVI)

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	Qualified Teacher status (QTS). Qualified Teacher for Children and Young People with a Multi-Sensory Impairment mandatory qualification or willingness to train and qualify within 3 years of appointment. Qualifications in communication systems e.g. BSL, Braille, on body signing, or the willingness to begin to learn within 6 months of taking up the post.		Application Form Interview
Experience	Successful teaching experience in the early years, primary or secondary sector (mainstream or special). Experience of working with CYP with a multi-sensory sensory impairment. Effective teacher of CYP both individually and in groups. Experience of the annual review process, the statutory EHC needs assessment process and the SEND Code of Practice. Experience of effective collaborative work with professional colleagues from schools and services e.g. Educational Psychologists, SEND Teams, teachers, support staff, voluntary agencies, Social Care and Health Teams.	Experience of working in special school settings. Experience of successfully using assistive technology for CYP with a MSI. Experience working in partnership with parents and settings. Experience of observation, feedback and support to teachers and support staff that led to improvements in their practice. Developing and delivering INSET to share best practice on ways to identify and meet the needs of children and young people with SEND.	Application Form Interview
Skills & Abilities	Active commitment to educational inclusion and equal opportunities.	Ability and experience of coaching or other similar approaches to support	Application Form

	Excellent communication, analytical and influencing skills. Strong collaboration and relationship building skills within a team and wider groups, including team development. Ability to set and evaluate programme targets for a teaching programme or personal/team project. Strong ICT skills. Ability to act professionally, understanding the need for confidentiality and integrity. Ability to organise, prioritise and meet deadlines. Ability to provide challenge appropriately. Ability to write concise and effective reports.	improvement. Willingness to be involved in providing social opportunities for CYP with a MSI.	Interview Task
Knowledge	Knowledge of the impact of a vision impairment on learning and life chances. Knowledge of statutory frameworks and responsibilities related to children and young people with SEND. Knowledge of inclusion and evidence based good practice in the assessment and education of children with SEND. Knowledge of local and national issues relating to SEND. A keen interest in exploring and sharing research informed best practice.		
Work Circumstances	The job requires the post holder to work at different sites within the town. Car driver - ability to travel to schools and academies across the borough (casual car user allowance)		

	This post will be subject to an Enhanced DBS check.		
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Abbreviations: AF = Application Form; I = Interview; AC = Assessment Centre; T = Test

NB. - Any candidate that meets the criteria of our [Guaranteed Assessment Scheme](#) and meets the essential criteria of the role, will be guaranteed the first stage of assessment (whether that is an interview or another assessment, as appropriate).

Our Guaranteed Assessment Scheme supports candidates with disabilities, those who are aged 24 or under and have previously been in or currently in care, those that are carers, and those whose last long term substantive employer was the Armed Forces.