

Access and Inclusion Service

Specialist Advisory Teacher

Specialist Education and Training Support Service

Job Description and Person Specification

March 2026

Job Description

Job Title:	Specialist Advisory Teacher of The Visually Impaired (QTVI preferred)
Department:	Access and Inclusion (SENDATS)
Function:	Specialist Advisory Teacher
Team:	Access and Inclusion Service
Post number:	S003878
Grade:	MAIN SCALE 6 / UPS (respected) + SEN 1 or 2 (dependent on experience and qualification)
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	Full Time – Permanent, Term Time Only
Base location:	Ray Lodge
Reports to: <i>Job title</i>	Team Leader, Sensory Team SENDATS
Responsible for: <i>Job titles of direct reports</i>	N/A

Role purpose and role dimensions:

Overview of the job

SENDATS is a large dynamic SEND Team based in Redbridge. It was formed in 2019, from the merger of 7 individual outreach services, and has continued to grow ever since. SENDATS supports students from 0-25 years across the Local Authority. The creation of the service enabled us to move away from just supporting children and young people with EHCPs towards an early intervention service, and this has enabled greater creativity, professional independence and opportunities for joint working.

We are looking for someone to share our passion for developing and promoting the growing reputation of our service, whilst always keeping the best interest of the student at heart.

We have a vacancy for a Qualified Teacher of the Visually Impaired (QTVI) **or** a teacher who has knowledge and experience of teaching students and young people with vision impairment and/or other SEND and be willing to undertake the two-year post graduate mandatory training (subject to terms and conditions). This is a post to ensure capacity within this experienced and supportive team.

The successful candidate will become a member of our Sensory Team working closely with QTVIs, ToDs, MSI teacher, Habilitation Officer and technicians. They will also be expected to work flexibly within our wider multi - disciplinary team as well as other Redbridge Services.

The post holder will be required to: -

- Work/model with and for class teachers and teaching assistants
- Provide personalised learning opportunities to students e.g. teach specialist skills such as Braille
- Provide advice/strategies to access the curriculum
- Signpost to appropriate resources and relevant organisations
- Liaise with VI medical professionals
- Work with parents post diagnosis, which may include home visits, such as for pre-school children
- Support a range of settings to identify and meet the VI needs of children in mainstream and Special Schools
- Support the visual needs of all children including those with complex needs
- Keep up to date with current statutory requirements and reasonable adjustments for exam concessions.
- To provide reports e.g. Annual Reviews and statutory advice
- Maintain SENDATS record keeping via the caseload overview and pupil support logs
- Attend Annual Reviews and other professionals' meetings e.g. transition, clinic
- Provide high quality, practical, bespoke and creative training packages
- Liaise and work with Habilitation Officers
- Liaise with QTVIs in other boroughs where there are reciprocal agreements for cross borough students

The person appointed may be required to work occasional evenings (e.g. parents' sessions)

Additionally, the post holder may occasionally be required to travel outside of the Local Authority to support Redbridge students who are attending Out of Borough schools (e.g. Annual Review attendance)

SENDATS work in five teams: -

ASC/ Social Comm/ Assoc. Behaviour
Cognition and Learning/ SpLD/ Assoc. Behaviour
Sensory/ Physical/ Medical
Training and Special Projects
Home Tuition Team

Key external contacts: <i>Organisations</i>	Pre-schools, schools and colleges Health Services Social Care
Key internal contacts: <i>Job titles or groups of staff</i>	Access and Inclusion team Early Years' Advisory Service SEND Assessment team Educational Psychologists Behaviour and Inclusion team
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	N/A
Key areas for decision making:	The provision of professional advice to schools regarding individual students or groups of students with Vision Impairment.
Other considerations: <i>E.g. working patterns</i>	This post will be on Teacher's Pay & Conditions.

Key accountabilities and result areas:	Key elements:
Staff Management	N/A
Business Development	This will involve: The possibility of working on external contracts for services provided to other LAs or 3 rd party organisations.
Developing and maintaining appropriate policies and procedures	This will involve: 1. Assisting in the development of policies for the delivery of services 2. Monitoring the impact of interventions and making changes as necessary 3. Maintaining appropriate records
Internal and political management	This will involve: 1. Ensuring that senior managers are kept apprised of any key issues 2. Providing reports to senior officers and members as requested
General accountabilities and responsibilities	
Green Statement	This will involve: <ul style="list-style-type: none"> ▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.

Data Protection/Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees’ access to and use of the Council’s databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Council’s strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Taking responsibility for continuing self-development and participating in training and development activities ▪ The completion of the mandatory QTVI qualification if appropriate ▪ Participating in the ongoing development, implementation and monitoring of the service plans ▪ Supporting and contributing to value for money, service efficiencies and improvements
Flexibility	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager are broadly within your grading level and competence.

Person Specification

Job Title:	Specialist Advisory Teacher of The Visually Impaired (QTVI preferred)		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = Essential, 2 = Desirable</i>		A - I - T	Weighting
Minimum education/ qualifications:	Educated to degree level or equivalent	A	3
	Qualified Teacher Status	A	3
	QTVI	A	3
	Experience of working with children with vision impairment	A	3
	SEND experience	A/I	3
	Evidence of personal continuous professional development	A/I	2
Minimum experience/ knowledge/ skills:	Extensive knowledge and experience of supporting students with vision impairment	A/I/T	3
	Commitment to/interest in completing mandatory training qualification	A	3
	Knowledge of assistive technology, including Braille	A/I	3
	Experience of teaching in a school or other educational setting	A	3
	Evidence of delivering specialist training to schools or other educational settings	A/I	3
	Outstanding classroom Practitioner	A/I	3
	Independent case management	A/I	3
	Understanding of educational barriers and effective inclusive practice for students with vision impairment	A/I/T	3
	Ability to relate to and show compassion towards parents and families of children with vision impairment	I	3
Minimum behaviours: Customer service	Having a "can do" problem solving ethos.	I	2
	Able to independently prioritise and manage own time in relation to caseload demands	I	3
	Trustworthy	I	3

Communicating and influencing others	Ability to positively influence others for the benefit of the student	I	2
	Excellent verbal and written communication skills	I/T	3
Working together	Commitment to joint working	A/I	3
	Collaborative approach	A/I	3
	Able to work with class teachers, school leaders and governors	A/I	3
Analysis and judgement	Knowledge of SEND Code of Practice	A	3
	Knowledge of the Equality Act	A	3
	Ability to assess and advise on classroom and whole school environments	A/I	3
	Ability to use data to support decisions (NatSIP)	I	3
Driving improvement	Evidence of delivering service improvement in an educational context	I	2
Adaptability	Creative and flexible approach	A/I/T	3
	Evidence of changing approaches in light of events	A/I/T	3
Leadership and managing people <i>(for those with line management responsibility)</i>	N/A		
Strategic perspective <i>(for senior management posts)</i>	Ability to undertake medium and long term strategic planning		
Special conditions:	This post may occasionally require some evening work to provide training. This post may occasionally require the postholder to travel and work beyond the Borough To undertake any other particular duty reasonably assigned by the Manager of SEATSS from time to time		