



Cumberland Council

Post Specification

Date	January 2026
Post Group Number	TEA0002
Post Title	Specialist Advisory Teacher for Blind and Visually Impaired children and young people.
Job Family	
Job Family Role Profile	
Final Grade	Teachers Main scale +SEN2 +UPS

Service Area description

Purpose of this post

To provide a service in line with teachers' pay and conditions for centrally employed teachers as follows:

1. Provide direct advice and support to setting staff on how to deliver meaningful teaching and learning opportunities to Blind and Visually Impaired children and young people, this may include direct teaching, modelling of approaches, training, or consultation.
2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils on caseload, in line with Local Authority policies and procedures, and national expectations, for Blind and Visually Impaired children and young people.
3. Evaluate the effectiveness of interventions to increase knowledge of evidenced based practice which results in positive outcomes.
4. Be conversant with exam access and within school assessment arrangements to be able to advise school staff on reasonable adjustments for children and young people on own caseload.
5. Contribute to the development, implementation and evaluation of the Local Authority practices and procedures in such a way as to support its values and vision. This includes evaluation and quality assurance activities.
6. Work with other professionals in a multi-agency approach, by bringing your expertise and knowledge from your specialism to provide a holistic approach and co-ordinated outcomes for children and young people.
7. Provide reasonable cover for absent colleagues as requested by the Lead Teacher.
8. Contribute to the professional development of ECTs and experienced teaching staff to enable an increased understanding Blind and Visually Impaired children and young people's needs leading to inclusion.
9. Be responsible for resources under your care.
10. Take part in case supervision and appraisal activities, including offering own reports for audit, learning walks, observations of practice. Meet regularly with your Lead Teacher for case management and wellbeing needs.
11. Take part in relevant training opportunities to enhance own knowledge and that of colleagues, not only in your specialism but across the practice of special educational needs.

Key job specific accountabilities

- As a centrally employed teacher of the Council, to provide both support and challenge to settings in meeting national and local agendas relating to Blind and Visually Impaired children and young people.
- To provide advice and guidance to families of babies newly diagnosed with visual impairment. This will include home visits.
- To liaise closely with health and 3rd sector colleagues in supporting the needs of Blind and Visually Impaired children and young people.
- To maintain accurate records of involvement.
- To meet statutory time frames for Educational Health and Care plan reports.
- The post holder is accountable to and managed by the Sensory Impairment Lead.

Please note annual targets will be discussed during the appraisal process

Key facts and figures of the post

Budget Responsibilities

-

Staff Management Responsibilities

-

Other

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Essential Criteria - Qualifications, knowledge, experience and expertise

No		ESSENTIAL	DESIRABLE
1.	Qualifications/ Training Competencies	<p>Qualified Teacher Status with a minimum of one year's teaching experience.</p> <p>Mandatory Post Graduate Qualification as required by the role (MQTVI)</p> <p>Evidence of commitment to continuous professional development.</p>	<p>Further UEB Braille qualification/s.</p>
2.	Relevant Experience	<p>Experience of working with, and a commitment to, improving the outcomes for children who fall within area of specialism ie: those who are Blind / Visually impaired.</p> <p>Experience of developing and providing high quality training to an adult audience.</p> <p>Experience in the use of data and information to inform improvement plans, training and practice.</p> <p>Experience of holding positive, and sometimes challenging, conversations with setting staff to improve practice.</p> <p>Experience in the effective delivery of developmental feedback to school leaders and teachers to improve personal performance of those involved in the educational outcomes for children who have special educational needs.</p>	<p>Experience of working with children and young people with a wide range of complex special educational needs.</p> <p>Experience of working with the families/ carers of pre-school children who are Blind / Visually impaired.</p> <p>Experience of teaching Braille / tactile curriculum and use of associated specialist equipment.</p> <p>Experience of assessment of functional vision.</p> <p>Experience of effective multi agency working</p>

		Experience of raising the achievement of children with special educational needs.	
3.	Knowledge	<p>A knowledge and understanding of:</p> <ul style="list-style-type: none"> • SEND Code of Practice (DfE 2015) • Safeguarding practice and procedure • Equality Act (2010) <p>A thorough understanding of the issues affecting the achievement of children within your specialism ie: those who are Blind / Visually impaired.</p> <p>Excellent understanding and knowledge of specific strategies of how the achievement of children you would encounter through your specialism can be improved.</p> <p>Demonstrate a thorough understanding of school curriculum and assessment and how to analyse data to support the raising of achievement and attainment of children within your specialism.</p> <p>Demonstrate knowledge and understanding of the statutory and non-statutory guidance for local authorities to promote the education of children and young people within your specialism.</p> <p>Demonstrate knowledge and understanding of the statutory guidance on the roles and responsibilities of SENCOs, specialist teachers and SEND officers in meeting the needs of children and young people in your area of specialism.</p>	<p>A knowledge and understanding of what constitutes Quality First Teaching or Ordinarily Available Provision and the Ofsted framework.</p> <p>A knowledge of assessment tools and specialist equipment available for use with those who are Blind / Visually impaired.</p> <p>A knowledge of Mobility and Independent living skills issues.</p>
4.	Skills/Ability	<p>Demonstrate a high level of understanding of and commitment to championing the educational needs of children within your specialism ie: those who are Blind / Visually impaired.</p> <p>Strong analytical skills using qualitative and quantitative</p>	<p>Ability to model best working practice when working with children and young people who are Blind/ Visually impaired</p>

		information to inform the development of interventions or assess progress	
5.	Personal Skills	<p>Demonstrate highly effective interpersonal, organisational and articulate communication skills.</p> <p>Demonstrate leadership skills and qualities to lead and motivate others.</p> <p>Demonstrate the ability to negotiate, resolve problems and manage conflict and change successfully.</p> <p>Ability to develop positive, collaborative working partnerships with a range of stakeholders and to command credibility among peers.</p> <p>Ability to complete a high volume of workload to a high standard, achieving successful outcomes and by managing time effectively.</p> <p>Demonstrate the ability to utilise ICT for management and assessment purposes.</p>	

Disclosure and Barring Service – DBS Checks

- This post requires a DBS check.
- The level of check required is:
 - DBS Enhanced - Children & Adults

Other Factors

- Ability and willingness to travel efficiently within and out of Cumberland as necessary.
- Willingness to work flexibly.