

Job description

Job title: Principal Advisory Teacher (Vision Support Service)
Grade: L9 – L14
Job family: Education and Learning

Purpose and impact

1. To provide strategic and operational leadership for the Vision Support Service, managing the staff and resources.
2. To undertake a reduced specialist teaching caseload according to need.
3. To work as a senior manager within Education and Learning to promote the values and vision of the Dorset Children's Services SEND provision.

Key responsibilities

(The full range of professional duties that may be required of a teacher on leadership scales are set out in the School Teachers Pay and Conditions document 2013 and as subsequently amended.)

4. Having responsibility for a reduced caseload of pupils with varying degrees of impairment and which may include children with complex additional needs.
5. Advising Headteachers, school staff and other professionals on the educational management of pupils with vision impairment in mainstream and local special schools and undertaking individual teaching support work according to need.
6. Advising on the need for specialist equipment and resource provision and of its use in the school environment.
7. Creating individual support programmes, monitoring outcomes and maintaining records of progress.
8. Giving guidance and support to the families of children with vision impairment, including those under statutory school age and in post 16 education.
9. Supervising the allocation and maintenance of specialist equipment and materials for individual children with vision impairment, in relation to caseload.
10. Advising the Head of Children Thriving in Education on changing patterns of need.
11. Liaising with professional staff within Children's Services and voluntary organisations in promoting the management needs of children with vision impairment.
12. Monitoring and assessment of children's progress through agreed measures.



13. Contributing to appropriate target setting processes and other service-wide target setting procedures.
14. Following established policies in key areas of service delivery with an emphasis in routine work on outcomes.
15. Contributing to assessment procedures, (statutory and non-statutory) and providing advice on appropriate provision for children with vision impairment.
16. Contributing to the training of staff in related professions and to programmes of awareness raising in mainstream schools.
17. Contributing to the professional development of colleagues through mutual support and the sharing of information.
18. Maintaining a daily record of visits made including the chronology and any mileage undertaken.
19. Maintaining a daily time recording log.
20. Carrying out routine tests of functional vision on children in a range of settings.
21. The willingness to work flexibly as part of a team which could mean time spent in other parts of the authority/authorities.
22. To be responsible for the PDR process for the Advisory teachers, specialist teaching assistants and other team members where the postholder has direct line management responsibilities.
23. Participating in statutory Performance Management procedures including continuing professional development.
24. Identifying teaching and learning needs by comparing and contrasting current service performance with that of other services/key stages/curriculum areas.
25. Comparing local service performance with Government LA targets.
26. Deciding on planned courses of action in collaboration with the Principal Advisory Teacher for HI to meet those needs.
27. Deciding on or recommending deployment and allocation of staff and physical resources to meet the changing demands on the service.
28. Ensuring timescales / deadlines are met in implementing plans.
29. Monitoring and assessing the extent to which actions are being taken through regular scrutiny of Service Development and other relevant plans.
30. Deciding any variations to the implementation plans or the targets set.
31. Responsible for the line managing the vision support service team.



- 32. Responsible for the management the team of Specialist Advisory Teachers along with associated Performance Management responsibilities.
- 33. Auditing training and CPD requirements of VSS staff through the PM process and advising on a programme of action to meet these needs.
- 34. Liaising directly with colleagues in Health to ensure early diagnosis is followed by an agreed programme of support from VSS.
- 35. Undertaking any duty required by the Head of Children Best Education for All, which is not mentioned above, and which is reasonable and consistent with the professional responsibilities of a Principal Advisory Teacher for Children and Young People with Vision Impairment.

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

Other factors

- 36. Responsibility for the management of teaching materials and resources relevant to the post.
- 37. Responsibility for the management of the VSS budget in conjunction with the Principal Advisory Teacher for the Hearing Support Service and central finance teams.
- 38. Due to the nature of the work, most duties are carried out in schools, homes and office bases. There is a need to carry equipment appropriate to the job and follow service guidelines on working conditions.

Our values

Our values act as guiding principles, defining what we believe is important in the ways we work together. Our values are Respect, Together, Accountability, Openness and Curiosity. You will need to be able to demonstrate these values in action through the way you work, regardless of your role within the organisation. Information about our values can be found on our website.



Person specification

Your application will be assessed based on your demonstration of how you fulfil the following criteria: you should include clear examples of how you meet these criteria within your application form and during the assessment process.

Essential

Essential criteria are the minimum requirement for the above post and will be assessed through a combination of your application form, assessment, interview and references (as specified below). We will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations Required by law or essential to the performance of the role or both	Assessed through:
1. Educated to Degree Level	Application form
2. Qualified Teacher (registered with DfE)	Application form
3. Mandatory Qualification to teach Children with Vision Impairment	Application form
Experience	
4. At least 3 years' experience as an Advisory Teacher for children with vision impairment	Application form
Knowledge	
5. An up-to-date knowledge of the learning needs of children with vision impairment	Application form Interview Assessment
6. Knowledge of the curriculum and the challenges it brings for CYP with VI	Application form Interview Assessment
7. In depth knowledge of SEN processes and developments	Application form Interview Assessment
8. Knowledge of the key factors which support effective inclusion	Application form Interview Assessment
Skills and abilities	
9. The ability to prioritise tasks from a range of competing demands	Interview Assessment
10. The skills to deploy resources (human and technical) to where they are most needed	Interview Assessment
11. Diplomacy, tact and sensitivity in complex situations	Interview Assessment
12. A team player, but also a leader and a manager	Interview Assessment
Our values	
13. Respect	Interview Assessment
14. Together	Interview Assessment
15. Accountability	Interview Assessment



16. Openness	Interview Assessment
17. Curiosity	Interview Assessment

Desirable

Desirable criteria will be used in the event of multiple applicants meeting the minimum essential requirements and if applicable, will be assessed through a combination of your application form, assessment, interview and references (as specified below). If you meet the desirable criteria, we will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations	Assessed through:
18. Additional Specialist Qualifications in a related field	Application form
Experience	
19. Management experience of a team of staff in this or a closely related field	Application form
20. Experience in working on strategic tasks to realise a corporate vision	Application form
Knowledge	
21. Specialist knowledge in a related field such as ASD, MSI, Complex needs	Application form Interview Assessment

Approval

Manager's job title: Head of Service Best Education for All
Date: 17 April 2026

