# The Role of a Qualified Teacher of children with Vision Impairment (QTVI)

QTVIs carry out a central role in the education of children and young people with vision impairment from birth, working in homes, early years settings, schools and post 16 settings. Typically, QTVIs are based within a local authority education support service, sometimes known as the Sensory Service, or Vision Impairment team. Most QTVIs work on a peripatetic basis, visiting children at home, nursery, school or college. Some QTVIs are based within schools or VI-resource bases.

The role and responsibilities of a QTVI include:

* Receiving referrals from health, education settings and families for specialist education support with clear referral routes and eligibility criteria
* Providing direct support to babies and young children with vision impairment and their parent carers in the home to support early development and learning through play and to promote parental confidence.
* Assessing children and young people's functional vision in liaison with health professionals
* Liaising with health professionals on the range of available low vision devices and how to use them
* Advising in mainstream and specialist early years, school and FE and HE settings on strategies for curriculum access and independent learning
* Guiding the work of other professionals, such as teachers, teaching assistants and therapists through INSET, ongoing specialist advice and direct teaching
* Teaching specialist skills, for example braille, the use of specialist equipment and ICT, and independent living and learning skills in collaboration with a Habilitation Specialist.
* Adapting and modifying teaching and learning resources in print, audio or tactile formats and training setting based staff to do this
* Advising on access arrangements for exams
* Using strategies to help develop the visual and communication skills of children and young people with additional or complex needs.
* Advising on and how appropriate communication strategies can enhance children and young people's functional vision
* Informally assessing learning environments for accessibility and health and safety, and reviewing access plans (in line with the Equality Act)
* Liaising and working with habilitation workers on mobility and independence skills
* Promoting and delivering training on emotional wellbeing and social and communication skills.
* Providing a birth to 25 service, including effective transition arrangements at key stages from birth through awareness raising, training, transfer of information and ensuring specialist equipment is in place in the new setting
* Supporting students through transition into post 16/FE provision and into independent adulthood.

QTVIs hold a specialist mandatory qualification (MQ) completed at postgraduate level in addition to qualified teacher status. The MQ is based on a wide range of learning outcomes set out in a national specifications set by the Department for Education. <https://www.gov.uk/guidance/mandatory-qualifications-specialist-teachers>

December 2020

For further information about RNIB and VIEW please visit [www.rnib.org.uk](http://www.rnib.org.uk) and [www.viewweb.org.uk](http://www.viewweb.org.uk)