

Title SEND Specialist Teacher of the Deaf	Department Children and Families Services: Education, Standards and Inclusion – Schools and Families Specialist Services	Post Ref.
Job Purpose To provide educational support to children and young people with hearing impairment and other SEND, their families and the staff who work with them, in line with the associated standards, within the Sensory Team.		
Key Responsibilities <ol style="list-style-type: none"> 1. To support the corporate work and achievements of the County Council, especially the achievement of the vision, objectives and targets set out in its Strategic Plan 2. To project a positive image of the County Council to the public, partners and stakeholders, including the DfE and to act as an exemplar in carrying out duties in a positive, professional and flexible manner 3. To actively promote collaborative working within the Children, Families and Cultural Services and other stakeholders 4. To work flexibly across the county, according to service need, in a range of settings including homes, schools and other settings to provide assessments, direct teaching, support and advice for children and young people who are deaf or hearing impaired, their families and the staff supporting them. 5. In discussion with the Sensory Lead Manager to take a lead in a specified area of curriculum development or service provision to build internal and external capacity (TLR 2a post holders) 	Key Accountabilities <ol style="list-style-type: none"> 1. Specified service targets within agreed resources 2. Improving educational and life outcomes for children and young people with a range of hearing impairments. 3. Effective supervision of staff to secure high levels of performance 4. Alert the senior practitioner to any issues that could affect performance 5. Effective record keeping and report writing 	

6. To provide specialist advice and support to SENCOs and to provide support for moderation processes 7. To involve children, young people and their parents/carers in the planning of interventions and in decision making processes. 8. To safeguard the welfare of children and young people	
The post holder will perform any duty or task that is appropriate for the role described	

<i>Person Specification- Specialist Teacher of the Deaf</i>	
<i>Education and Knowledge</i> <ol style="list-style-type: none"> 1. Qualified teacher status 2. Mandatory qualification (or willingness to train) in hearing impairment. 3. Evidence of comprehensive relevant professional development, including specialist training courses 4. Extensive knowledge of the educational implications of hearing loss. 5. Extensive knowledge of a range of assessments, small step teaching programmes and differentiated materials/resources to support children and young people who are deaf/hearing impaired. 6. Knowledge of current policies, guidance and research in this area of work, including communication approaches, both nationally and locally 7. Knowledge of BSL CACDP at Level 2 or above 	<i>Personal skills and general competencies</i> <ol style="list-style-type: none"> 1. A high level of personal drive and commitment to excellent customer care and the ability to set an example for other staff 2. Strong interpersonal skills to gain the agreement and acceptance of others including colleagues, senior managers and customers 3. Ability to work independently, make decisions and solve problems to meet operational targets involving devising solutions and prioritising the resources available 4. Ability to meet agreed objectives and targets through the effective use of resources 5. Ability to communicate clearly and effectively verbally, in writing and using a range of alternative communication systems as necessary 6. Competent in the use of specific assessment and teaching programmes to aid progress for children who are deaf/hearing impaired.

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<ol style="list-style-type: none"> 8. Up to date and working knowledge of early child development and the curriculum, at the appropriate Key Stage, which could include the Early Years Foundation Stage to Key Stage 5 9. Knowledge and understanding of the responsibilities and processes related to safeguarding children and young people 	<ol style="list-style-type: none"> 7. Ability to demonstrate effective teaching methods on a one to one, small group or whole class basis. 8. Ability to maintain accurate records and to use data to inform interventions and planning for pupils 9. Ability to mentor, direct and supervise the work of teaching assistants 10. Ability to use ICT processes appropriate to the role 11. Ability to feedback, support, coaching and training to range of staff in schools and settings 12. Willingness to travel across the county as required to meet the needs and priorities of the service
<p>Experience</p> <ol style="list-style-type: none"> 1. Minimum of 5 years post qualification teaching experience of which at least 2 years should be working with children with a range of SEN 2. Experience of collaborative work with a range of professionals and agencies. 3. Experience of working in partnership with parents/carers 	
<p>Role Dimensions The post holder will be responsible for:</p> <ol style="list-style-type: none"> 1. Providing advice and guidance of staff on the effective inclusion of children and young people with hearing in group, class and whole group settings, through a range of appropriate, reasonable adjustments to the learning environment, curriculum and teaching and learning, in order to have an impact on positive outcomes for children and young people. 2. Promoting and supporting the county council's SEND Strategy 3. Engaging in joint planning with, and provide regular casework supervision and support for, identified teaching assistants within the team. 4. Advising on, demonstrating and monitoring the use of specialist equipment and resources (including ICT) for children and young people in the specialist area 5. Providing training in the specialist area to parents/ carers, individual and groups of staff in schools and other settings, and colleagues from other teams and services. 6. Contributing to the development of a training offer that includes both universal, targeted and bespoke 	

Date May 2019

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