

Job Description



Job Title: Teacher of the Hearing Impaired	Service Area: Sensory	
Directorate: CYPS	Post Number: FROM TRENT	Evaluation Number: FROM HRMI SYSTEM
Grade: MS +SEN 1 or 2 depending on experience and qualifications	Date last updated: Sept 2013	

Overall Purpose of Job

To ensure that children, young people and families in Newham a first class service that fulfils their potential, and when they need additional support, provide services that are local and easily accessible.

Support managers in the development delivery and review of planning, performance, Commissioning services for children, young people, their families and carers so that overall costs are reduced but the life chances of children and young people are maximised.

To meet standards for teachers including demonstrating high quality teaching, modelling and demonstration of lessons, and within this role to act as a member of the SEN service

To take lead responsibility for co-ordinating and developing networks and areas of work across settings and to promote good practice in special educational needs.

To have secure knowledge of effective approaches to teaching and learning for children with hearing impairment and to work with families, settings and schools to advise, model and deliver programmes of intervention which ensure maximum curricular access and progression for pupils with special educational needs.

To work proactively to promote the achievement of children and young people with hearing impairment and to do this in a way which fosters partnership working and successful transition between settings.

To work proactively and in partnership with professionals across the children and young people's service, the local authority, outside agencies (including the voluntary sector) to ensure cohesive service delivery to families, schools and settings

To lead specialist training sessions for teachers, TAs, parents/ carers and other professionals across children and young people's services.

Job Context

The post holder reports to Schools Coordinator

1. The post holder has no management responsibility.
2. The post holder has no budget responsibility for allocated capitation / specialist equipment.
3. The post holder may be required to work occasional evenings, weekends and public holidays in order to meet service requirements.

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately.

Applicable contract terms and duties

All teachers are required to undertake the duties of school teachers as set out in the School Teachers' Pay and Conditions document. The post is otherwise subject to the Conditions of Service for school teachers in England and Wales (the "Burgundy Book") and locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment.

Key Tasks and Accountabilities:

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

To undertake all responsibilities listed below:

1. To deliver effective, evidence led Services under the direction of the Schools coordinator.
2. To work closely with allied services to ensure seamless provision/management for deaf children.
3. To liaise with senior managers in schools and settings to ensure maximum curricular access and progression for pupils with sensory impairments with

particular focus on use of relevant national and local data to inform target setting and outcomes for identified groups of children with HI.

4. To demonstrate, model and support families, schools and settings in the assessment of children and young people, including ability to carry out functional hearing assessment.
5. To advise on the effectiveness of, and when necessary justify the use of, specialised techniques, materials and equipment including personal FM systems and other assistive listening devices.
6. To assess and influence the development and direction of the work undertaken by other teachers, TAs and other support staff.
7. To plan and deliver training including training in the use of specialised programmes and equipment.
8. To lead the development of significant project(s) related to child achievement and/ or the children and young people's services agenda.
9. To analyse strengths and weaknesses in areas of responsibility and set plans for improvement.
10. To advice and support schools with preparation for, and support with transitions.
11. To support schools in ensuring the views and voices of children and young people with hearing Impairment are heard in the teaching context as well as the wider context of the educational setting.
12. To take responsibility for ensuring that good practice is shared and disseminated in schools and within the range of children and young people's services.
13. To attend meetings including multi-disciplinary assessments, case conferences and reviews and actively contribute to the partnership work that arises to ensure approaches within the team support effective multi- agency working.
14. To actively maintain and develop up to date knowledge and skill in the field of hearing impairment.
15. To support managers in recruitment, selection and induction of staff.
16. To maintain a high level of ICT and the effective use of ICT across the curriculum.
17. To attend support and supervision meetings, training days and other in-service activities.

Service Person Specification

Job Title	Team:
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Teacher of the Hearing Impaired	Sensory
Grading: MS/UPS +SEN 1 or 2 depending on experience and qualifications	Date last updated Sept 2013

IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

CRITERIA	METHOD OF ASSESSMENT
EQUALITY AND DIVERSITY We are committed to and are champions of equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.	

CRITERIA	METHOD OF ASSESSMENT
KNOWLEDGE: A clear understanding of equal opportunities. Specialist knowledge and understanding of the relevant issues (including national and local initiatives) in both education generally and SEN	Application Form/Interview/Test Application Form/Interview/Test
QUALIFICATIONS/ EXPERIENCE: Qualified Teacher Status (QTS). Qualified Teacher of Deaf status. (Training might be possible for a suitably candidate).	Certificates Application Form/Interview. Application Form/Interview

<p>Qualified Educational Audiologist (desirable)</p> <p>Stage 2 BSL or equivalent (desirable)</p> <p>Evidence of comprehensive professional development including specialist training courses.</p> <p>Significant teaching experience in inclusive settings/schools working with children and young people who have hearing impairment.</p> <p>Ability to demonstrate effective teaching methods for pupils who have hearing impairment.</p>	<p>Application Form/Interview</p> <p>Certificate</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p>
<p>SKILLS AND ABILITIES:</p> <p>Well developed problem solving and negotiation skills.</p> <p>Excellent organisational skills.</p> <p>Ability to develop and sustain partnerships.</p> <p>Excellent interpersonal / communication skills.</p> <p>Ability to produce high quality reports</p> <p>Ability to meet deadlines</p> <p>High level of competence in ICT and good awareness of the use of ICT across the curriculum</p>	<p>Application Form/Interview/Test</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/ Test</p> <p>Application Form/Interview</p> <p>Application Form/Interview / Test</p>
<p>PERSONAL STYLE AND BEHAVIOUR:</p> <p>Able to work co-operatively as part of a team.</p> <p>Able to demonstrate a strong commitment to public service.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p>

<p>Has a high degree of integrity.</p> <p>Able to demonstrate fairness and openness.</p> <p>Strong commitment to team working.</p> <p>Ability to work under pressure.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p>
<p>OTHER SPECIAL REQUIREMENTS:</p> <p>This post is subject to an enhanced DBS check.</p> <p>This post is exempt from The Rehabilitation of Offenders Act (1974).</p> <p>Able to travel between schools.</p>	<p>Satisfactory clearance at conditional offer stage</p> <p>Application Form</p> <p>Application Form/Interview</p>