

Job profile

Service and job specific context statement

Directorate:	Children and Young People's Service
Service:	Inclusion
Post title:	HI Specialist Teacher
Grade:	Teachers (SEN 2)
Responsible to:	Lead HI Specialist Teacher - TLR
Staff managed:	Manages operational frontline staff
Date of issue:	May 2019
Job family:	E - Education/School

Job context

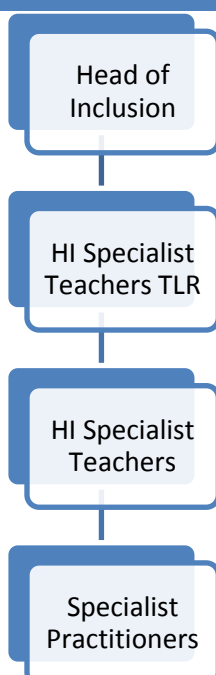
The Inclusion Service works in partnership with all schools and settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people with SEND. These services are allocated into SEND hubs, coordinating provision at a locality level across CYPS as a whole, to ensure needs are met holistically.

This role involves a specialist level of spoken communications so a confident use of English language is required.

Job specifics

Identify accountabilities that are different or additional to the benchmark/template post.

Structure



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Job Description

Directorate: Children and Young People's Service

Service:
Inclusion

Responsible to: HI Specialist Teacher - TLR

Staff managed: Manage operational frontline staff

Job purpose	<p>To carry out the professional responsibilities of a HI Specialist Teacher within the Inclusion Service.</p> <p>To support the professional lead in the development and delivery of provision for Deaf children and young people and those with hearing impairments.</p> <p>Play a major role in:</p> <ul style="list-style-type: none"> a) supporting and advising schools, settings and parents/ carers in the delivery of high quality intervention and the implementation of structured learning activities b) assessing / targeting / planning / monitoring and recording children and young people's learning needs and progress c) quality assuring the effectiveness of support and intervention
Operational management	<ul style="list-style-type: none"> • carry out a casework management role within a designated outreach service area; • support and advise schools and settings, and parents on a wide range of organisational and curriculum issues relating to intervention for Deaf children and young people and those with hearing impairments • draw upon a range of research-based methods and approaches which have shown to be effective in developing programmes of educational intervention for Deaf children and young people with hearing impairments • develop a range of appropriate information / supporting materials (including web-based) to support schools and families; • provide data on children and young people's progress and outcomes to inform LA data collection and analysis, service development and professional performance management; • provide appropriate, individually tailored early intervention for CYP on caseload; • support the professional lead in planning a coordinated response to training for the workforce / advice to parents/ carers and professionals in order to raise awareness of hearing impairment and Deafness • contribute to professional learning and development in relation to hearing impairment and Deafness for colleagues. • To advise children and young people, parents, and staff on the management and use of specialist equipment as necessary. • To contribute to IEP's and specific programmes of work. • To contribute to reports, reviews and re-assessments as required. • To work as part of a co-operative team based on a flexible approach to support. • To manage a peripatetic caseload as specified by the line manager and in accordance with service policies

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	<ul style="list-style-type: none"> • To effectively monitor, manage and advise schools on appropriate resources. • Work within the boundaries and ethos of school/service policies and procedures • Prioritise and manage own workload within the boundaries of the job • Ensure that all work is planned for maximum efficiency and minimal of travel To carry out the above duties in accordance with current Teachers Pay and Conditions under the reasonable direction of the Line / Service Manager.
Communications	<ul style="list-style-type: none"> • listen and build empathic and respectful trusting relationships with children, young people, families, schools and other professionals through clear systems, effective rapport and feedback; • ensure appropriate confidentiality in all interactions; • support, understand and promote the role and value of families and carers as partners in supporting their children to achieve positive outcomes and maintain an open approach to parental involvement; • ensure that views of Deaf children and young people with hearing impairment and their parents/carers inform service planning and network development.
Partnership / corporate working	<ul style="list-style-type: none"> • develop and sustain integrated working and effective relationships with health, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people, specifically the SEND locality hub • share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support • share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support • consult / liaise with other professionals to ensure effective communication / integrated approach to children work in partnership with parents/carers, other agencies, independent practitioners and voluntary organisations as appropriate.
Resource management	<ul style="list-style-type: none"> • recommend resources and equipment which may benefit the service to the Lead
Systems and information	<ul style="list-style-type: none"> • provide data on children and young people's progress and outcomes to inform LA data collection and analysis, service development and professional performance management; • to keep appropriate and timely records and casenotes
Strategic management	<ul style="list-style-type: none"> • Work within the boundaries and ethos of school/service policies and procedures
Safeguarding	<ul style="list-style-type: none"> • ensure appropriate confidentiality in all interactions; • be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with; • involve learners when taking actions that concern them; • communicate, record and report actions and outcomes using the most appropriate format e.g. service recording forms (ROSI) • use clear, accessible language when communicating;

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- comply with the County Council's policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality;
- ensure that information sharing protocols for children and young people, and their families, as set out in the General Framework for Information Sharing in North Yorkshire (2005) are adhered to.

Person Specification

Essential upon appointment	Desirable on appointment
Knowledge <ul style="list-style-type: none"> • Knowledge of amplification equipment (e.g. hearing aids and FM systems) • Up to date knowledge of technology, resources and issues relevant to HI. • Up to date of audiological practice • Up to date knowledge of issues relevant to HI • Knowledge of Early Years / Pre-School initiatives • Knowledge of Statutory Assessment procedures/Code of Practice • Knowledge of mainstream School curriculum • Up to date inclusive practice in the education of deaf and hearing impaired children and young people 	<ul style="list-style-type: none"> • Knowledge of post 16 provision for students with hearing impairment.
Experience <ul style="list-style-type: none"> • Can demonstrate significant experience of assessment and monitoring • Can demonstrate extensive experience of teaching pupils who are deaf or hearing impaired • Can demonstrate experience of working with families of deaf and hearing impaired children and young people • Can demonstrate recent experience as a peripatetic Teacher of the Deaf. 	<ul style="list-style-type: none"> • Experience of line management • Can demonstrate significant recent successful mainstream classroom teaching • Experience of working with Early Years (0-3)
Occupational Skills <ul style="list-style-type: none"> • Excellent verbal & written skills • Excellent interpersonal & communication skills • Excellent personal and time management skills • Skilled in delivering in service training • Excellent ICT skills • Ability to work collaboratively with others • Excellent recording and report writing skills • Excellent assessment skills and target setting • Ability to devise appropriate teaching materials 	<ul style="list-style-type: none"> • Skilled in performance management and appraisal • Ability to deliver in-service training

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Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role <ul style="list-style-type: none"> • Qualified School teacher with relevant post graduate experience • Qualified Teacher of the Deaf or working towards 	<ul style="list-style-type: none"> • Additional post graduate qualifications eg BSL, Cued Speech
Other Requirements <ul style="list-style-type: none"> • Positive can do attitude, solution focused approach. • Able to work alone and as part of a team • Able to manage time effectively • Excellent, proven organisational skills • Use of own car to travel across the County • Use flexible working procedures to maximise efficiency in working procedures 	<ul style="list-style-type: none"> •
Behaviours	Link

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.