

## **Access and Inclusion Service**

### **Specialist Advisory Teacher of the Deaf Specialist Education and Training Support Service Job Description and Person Specification**

**April 2024**

## Job Description

<b>Job Title:</b>	Specialist Advisory Teacher of the Deaf
<b>Department:</b>	Access and Inclusion (SEaTSS)
<b>Function:</b>	Specialist Advisory Teacher
<b>Team:</b>	Access and Inclusion Service
<b>Post number:</b>	Various post numbers
<b>Grade:</b>	MAIN SCALE 6 / UPS (respected) + SEN 1 or 2 (dependent on experience and qualification)
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	Full time post x1 Part time post x1
<b>Base location:</b>	Ray Lodge
<b>Reports to:</b> <i>Job title</i>	Team Leader, Sensory Team SEaTSS
<b>Responsible for:</b> <i>Job titles of direct reports</i>	

<p><b>Role purpose and role dimensions:</b> <i>Overview of the job</i></p>	<p>The SEaTSS Service is a large dynamic SEND Team based in Redbridge. It was formed five years ago, from the merger of 7 individual outreach services, and has continued to grow ever since. SEaTSS supports pupils from 0-25yrs across the Local Authority. The creation of the service enabled us to move away from just supporting children and young people with EHCPs towards an early intervention service, and this has enabled greater creativity, professional independence and opportunities for joint working.</p> <p>We are looking for someone to share our passion for developing and promoting the growing reputation of our service, whilst always keeping the best interest of the student at heart.</p> <p>As the current postholder is retiring, we are keen to appoint a Qualified Teacher of the Deaf (TOD) <b>or</b> a teacher who has knowledge and experience of teaching students and young people with hearing loss and/or other SEND and who would be willing to undertake the two-year post graduate mandatory training (subject to terms and conditions).</p> <p>The successful candidate will become a member of our very experienced and supportive Sensory Team working closely our Senior Technician, CSW, QTVI colleagues, ICT Technician and Habilitation Officer. They will also be expected to work flexibly within our wider multi - disciplinary SEaTSS team as well as alongside other Redbridge Services.</p> <p>The post holder will be required to: -</p> <ul style="list-style-type: none"> <li>• To manage a caseload of deaf babies, children and young people.</li> <li>• Work/model in various settings with staff including SENCos, class teachers and teaching assistants.</li> <li>• Provide specialist assessment, testing, monitoring and interpretations of results for deaf children and young people.</li> <li>• Assessing the full range of communication and language levels: including use of sign and spoken language and any other modes of communication.</li> <li>• Provide verbal and written advice/strategies to aid access to the curriculum.</li> <li>• Provide audiological support, training, and advice to support pupils hearing equipment.</li> <li>• To act as an advocate for deaf pupils where appropriate.</li> <li>• To work collaboratively with parents, carers, and families to promote understanding, acceptance of hearing needs.</li> <li>• Work with parents post diagnosis, which may include home visits for pre-school and school aged children.</li> <li>• To work in liaison with SALTs and EPs.</li> <li>• Signpost to appropriate resources and relevant organisations.</li> <li>• Liaise with audiology/cochlear implant centres and other medical professionals.</li> <li>• Understanding and continuing awareness of development in technology used to support deaf children and young people. Be able to support settings and parents with guidance on technologies.</li> <li>• Support across a range of settings to identify and meet the hearing and associated learning needs of children including home, early years settings, mainstream and Special Schools.</li> <li>• Support the hearing needs of all children including those with complex needs.</li> <li>• Keep up to date with current statutory requirements and reasonable adjustments for exam concessions.</li> <li>• To provide reports e.g. Current updated advice, Annual Reviews, statutory advice and assessments, and expert witness reports if required.</li> <li>• Maintain SEaTSS record keeping including the caseload overviews and pupil support logs.</li> <li>• Attend Annual Reviews and other professionals' meetings e.g. transition, clinics.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Participation in multi-agency assessment to identify overall needs and progress of the deaf learner.</li> <li>• Contribution to mainstream monitoring and review of progress in accordance with the UK nation's respective Code of Practice, statutory requirements, legislation and guidance.</li> <li>• Devise and provide high quality, practical, bespoke, and creative training packages both in person, online live sessions, and recordings for uploading to the internet (e.g. YouTube) for staff, parents and school settings.</li> <li>• Liaise and work with other SEaTSS staff including QToDs, QTVIs, Advisory Teachers (of other disciplines), Technicians, CSWs, and HLTAs.</li> <li>• Liaise with TODs in other boroughs where pupils are placed out of Redbridge Local Authority.</li> </ul> <p>The person appointed may be required to work occasional evenings (e.g. parents sessions).</p> <p>Additionally, the post holder may occasionally be required to travel outside of the Local Authority to support Redbridge Pupils who are attending Out of Borough schools (e.g. Annual Review attendance).</p> <p>SEaTSS work in four teams: -  ASC/Social Comm/Assoc Behaviour  Cognition and Learning/SpLD/Assoc Behaviour  Physical/medical/Sensory  Early Intervention/Special Projects/Training</p>
<b>Key external contacts:</b> <i>Organisations</i>	Pre-schools, schools and colleges Health Services (Particularly Audiology, CI Centres and SALT) Social Care
<b>Key internal contacts:</b> <i>Job titles or groups of staff</i>	Access and Inclusion Team Early Years' Advisory Service SEND Assessment team Educational Psychologists Behaviour and Inclusion team
<b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i>	N/a
<b>Key areas for decision making:</b>	The provision of professional advice to schools regarding individual pupils or groups of pupils with hearing needs.
<b>Other considerations:</b> <i>E.g. working patterns</i>	This post will be on Teacher's Pay & Conditions.

<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
Staff Management	N/a.
Business Development	<p><b>This will involve:</b></p> <p>The possibility of working on external contracts for services provided to other LAs or 3<sup>rd</sup> party organisations.</p>

Developing and maintaining appropriate policies and procedures	<b>This will involve:</b> <ol style="list-style-type: none"> <li>1. Assisting in the development of policies for the delivery of services.</li> <li>2. Monitoring the impact of interventions and making changes as necessary.</li> <li>3. Maintaining appropriate records.</li> </ol>
Internal and political management	<b>This will involve:</b> <ol style="list-style-type: none"> <li>1. Ensuring that senior managers are kept apprised of any key issues.</li> <li>2. Providing reports to senior officers and members as requested.</li> </ol>
<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
<b>Data Protection/Confidentiality</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
<b>Safer Working</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.</li> </ul>
<b>Equalities</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
<b>Customer Care</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</li> </ul>

<b>Health and Safety</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</li> </ul>
<b>To contribute as an effective and collaborative member of the team</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Taking responsibility for continuing self-development and participating in training and development activities</li> <li>▪ The completion of the mandatory QTVI qualification if appropriate</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans</li> <li>▪ Supporting and contributing to value for money, service efficiencies and improvements</li> </ul>
<b>Flexibility</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager are broadly within your grading level and competence.</li> </ul>

## Person Specification

<b>Job Title:</b>	Specialist Advisory Teacher of the Deaf		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		<b>A - I - T</b>	<b>Weighting</b>
<b>Minimum education/ qualifications:</b>	Educated to degree level or equivalent.	A	3
	Qualified Teacher Status .	A	3
	Qualified Teacher of the Deaf or a willingness to train.	A	3
	Extensive experience of working with children with a hearing loss.	A	3
	SEND experience.	A/I	3
	Evidence of personal continuous professional development.	A/I	2
<b>Minimum experience/ knowledge/ skills:</b>	Extensive knowledge and experience of supporting deaf pupils or those with a hearing loss.	A/I/T	3
	Commitment to/interest in completing mandatory training qualification.	A	3
	Experience of teaching in a school or other educational setting.	A	3
	Evidence of delivering specialist training to schools or other educational settings.	A/I	3
	Outstanding classroom Practitioner.	A/I	3
	Independent case management.	A/I	3
	Understanding of educational barriers and effective inclusive practice for students with a hearing loss.	A/I/T	3
	Ability to relate to and show understanding towards parents and families of children with a hearing loss particularly at the point of diagnosis.	I	3
<b>Minimum behaviours:</b> Customer service	Having a “can do” problem solving ethos.	I/T	2
	Able to independently prioritise and manage own time in relation to caseload demands.	I	3
	Trustworthy.	I	3

Communicating and influencing others	Ability to positively influence others for the benefit of the student.	I	2
	Excellent verbal and written communication skills.	I/T	3
Working together	Commitment to joint working.	A/I	3
	Collaborative approach.	A/I	3
	Able to work with class teachers, school leaders and governors.	A/I	3
Analysis and judgement	Knowledge of SEND Code of Practice.	A	3
	Knowledge of the Equality Act.	A	3
	Ability to assess and advise on classroom and whole school environments.	A/I	3
	Ability to use data to support decisions (NatSIP).	I	3
Driving improvement	Evidence of delivering service improvement in an educational context.	I	2
Adaptability	Creative and flexible approach.	A/I/T	3
	Evidence of a personalised approach to each pupil.	A/I/T	3
<b>Special conditions:</b>	<p>This post may occasionally require some evening work to provide training.</p> <p>This post may occasionally require the postholder to travel and work beyond the Borough.</p> <p>To undertake any other particular duty reasonably assigned by the Manager of SEATSS from time to time</p>		
<b>Signature of Employee:</b>	<b>Name:</b>	<b>Date:</b>	