Gateshead Council – Learning and Schools

Job Profile

**Job Title:** Specialist Teacher – Hearing Impairment

**Responsible to**: Lead Teacher HI

Responsible for: Specialist Sensory Teaching Assistants

Purpose of the role: To work as a member of LINT, and in partnership with parents/carers and families, schools/settings, and health and other external partners, in order to provide high quality and effective intervention for babies, children and young people aged 0-25 who are hearing impaired.

Main Duties;

1. To manage a caseload of babies, children and young people who have a need for assessment, teaching and intervention by a specialist teacher in line with the agreed arrangements for SENIT delivered services.
2. To carry out specialist individual assessments of appropriately referred children in order to identify and implement effective strategies for the removal of barriers to learning to maximise individual children and young people’s achievement.
3. Inform, manage and develop the learning outcomes of babies, children and young people with a hearing impairment by recommending specialist programmes and activities that match children and young people’s needs and potential.
4. To plan, develop and provide specialist, individualised programmes/IEPs for babies, children and young people with a hearing impairment, in collaboration with families, school staff and multi-professional contacts.
5. To provide educational advice when requested in order to assist with the statutory Education Health and Care Planning process as well as providing assessment and recommendations at early years.
6. To engage with the annual review process for individual children and young people with Education, Health & Care Plans in order to report on progress and effectiveness of intervention and inform future targets and strategies.
7. To ensure that schools and settings are challenged and supported in order to ensure high standards of inclusive practice for children with hearing impairments and that effective teaching and learning strategies are promoted.
8. Inform, develop and enhance the practice of others in early years, schools and post-16 settings in relation to hearing impairment through specialist coaching and modelling and promoting improvement strategies in order to secure effective learning.
9. To provide training and development to Specialist Sensory Teaching Assistants in relation to their work with individual children and young people with a hearing impairment and to monitor and review the effectiveness of the interventions provided in order to ensure effective outcomes for children and young people.
10. To review progress and outcomes for babies, children and young people with a hearing impairment in order to demonstrate effectiveness and value for money.
11. To maintain all necessary records as directed by the LINT Manager and Lead Teacher HI to enable monitoring of quality, caseloads, delivery and outcomes and provide additional information as required for regional and national reporting and monitoring.
12. To provide training and development to families, schools, settings and other professionals in order to build their capacity to meet the needs of individual children and young people with hearing impairments.
13. To maintain an up to date knowledge of national policy and developments in professional practice including attendance at specialist meetings.
14. To maintain effective internal and external relationships, including acting as Lead Professional where appropriate, in order to co-ordinate the requirements of children with hearing impairment and their families.
15. Research, identify and source specialist resources to facilitate curriculum access and raise pupil achievement.
16. Assist in contributing to local, regional and national initiatives to identify ‘best practice’ in relation to hearing impairment intervention.
17. Work within a multi-agency framework to support inclusion and access in accordance with the relevant legislation, guidance and local policies.
18. Promote the effective use of ICT applications, specialist equipment including radio aids to facilitate curriculum access for pupils with a hearing impairment.
19. Provide guidance and advice to young people with a hearing impairment in collaboration with appropriate agencies on further education/career opportunities.
20. Work within the agreed Quality Standards framework for hearing impairment.
21. To maintain an up to date awareness and understanding of safeguarding and child protection requirements, attend appropriate training and operate in accordance with the requirements.
22. Contribute to the LINT Team’s provision of 52 week support for babies as identified by the Newborn Hearing Screening Programme.
23. To conduct, as required, any other tasks deemed appropriate to the post.

**Person Specification**

**Specialist Teacher for Hearing Impairment**

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| **Essential**  **Qualifications** | **Desirable** |
| * Qualified Teacher Status | * Qualified Teacher Status |  |
| * BSL to Level 1 CACDP with the expectation that BSL Level 2 would be gained within 2 years | * Mandatory qualification in Hearing Impairment * BSL to Level 2 CACDP |  |
| **Knowledge** |  |
| * Substantial knowledge of the strategies and technologies used to remove barriers for babies, children and young people with hearing impairment | * Knowledge of national LA structures, systems and procedures |
| * Knowledge of current National SEND policy and practice especially as it affects teaching and learning within hearing impairment provision | * Training schools and other setting to support learners who have hearing impairment needs |
| * Requirements for Safeguarding and Child Protection |  |
| **Experience** |  |
| * Successful and substantial experience of teaching in an educational setting * Delivery of staff development sessions/presentations * Experience of multi agency working * Experience of working with families and children in a range of settings | * Experience of working with families and settings to support children and young people who have a hearing impairment * Successful experience of teaching in an aspect of SEN provision * Experience of working across all age ranges from 0-25 |
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