

Specialist Lead Teacher – Hearing Impairment

Part A

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

- Qualified Teacher of the Deaf
- Extensive knowledge of the SEND Code of Practice, framework and associated legislation
- Proven ability to work effectively as part of a multi agency team
- Knowledge and experience of working with people 0-25 with SEND, with an effective understanding of the challenges faced by services and service users across this range
- Experience of strategic local and regional SEND working groups
- Evidence of innovative and creative thinking in order to problem solve effectively.
- Excellent planning, organisational and analytical skills.
- Experience and ability to monitor and evaluate the quality of provision, arrangements and resources for children with a hearing impairment
- Experience of providing advice and support to schools, families and others in relation to children with hearing impairment
- Ability to deliver single or multi agency training
- Experience of effective management of a team of staff (including management of teachers and teaching support staff), including management of absence, performance and conduct
- Ability to organise and chair complex multi agency meetings
- Experience of dealing with extremely challenging situations, professionally, whilst maintaining clear and appropriate decision making
- Ability to establish and maintain effective professional relationships with stakeholders, including the ability to navigate those relationships through challenging times and at times within conflicting agendas
- Extensive experience dealing with safeguarding issues appropriately and in a timely manner
- Effective ICT skills including experience of using software packages specific to visual impairment
- Effective and clear communicator, across sectors and levels within an organisation and via a number of mediums (presentation, written etc)
- Experience and knowledge of effective budget management and financial decision making, supported by appropriate rationale
- Self starter with willingness and commitment to professional development of themselves and the service
- Commitment to equality and diversity

Desirable

- Evidence of further professional development related to the management of staff within a Childrens Services context
- Experience of managing and leading a HI Additional Resource Base
- Knowledge of SEND Tribunals
- Experience of delivering single or multi agency training
- Experience of effective leadership and management of a team of staff, including management of absence, performance and conduct

Part B

The following criteria will be further explored at the interview stage:

- Excellent communication skills
- Ability to deal with challenging situations
- Flexible approach to work
- Ability to forge positive relationships

Additional Requirements

DBS clearance

Ability to work flexibly to cover the work required

Person Specification

Guidance Notes

- Part A of the person specification should list the essential criteria, and any desirable criteria if appropriate, which are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed, (desirable criteria can usually be acquired once the person has commenced work with us).
- Part A of the person specification should focus on criteria which will be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed within the interview stage.
- Part B of the person specification should focus on those criteria which will be **further assessed at the interview stage**.
- Criteria should be described in terms of what you want the person to demonstrate and how this may be evidenced. This ensures we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges, who may not have come from a traditional public sector background.
- Criteria must not be discriminatory and managers need to be careful not to put too much emphasis on formal qualifications or lengths of experience which they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criteria don't use it as a selection criteria.
 - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
 - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
 - Do not use age as a condition or indicator of experience or maturity.
 - Avoid unjustifiable physical requirements which could exclude people with a disability.
- If there are any additional work related criteria related to the job these should also be included at Part B Additional Requirements, for example, able to work weekends or evenings etc.