

Job Profile

| Position Details | |
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| Post | Advisory Teacher of the Deaf |
| Service Area | Children's Service, Schools and Learning, SEND, Sensory Support Team |
| Reports to | Sensory Support team Manager |
| Grade | UPS + 2 SEN allowances |
| Job Family | To be completed by HR |

| Role Purpose |
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| <p>There is a Service Level Agreement in place between the London Borough of Haringey (LBH) and the London Borough of Enfield with reference to the Sensory Support Team (Hearing). Line management rests with LBH, the service provided to both authorities is currently the same in every respect.</p> <ul style="list-style-type: none"> • To deliver specialist support to an allocated caseload of children and young people who are deaf/hearing impaired aged 0-25 in Haringey and Enfield in education. • To provide advice, information and support to staff working with deaf/hearing impaired children on the caseload. • To provide advice, information and support to an allocated caseload of families of pre-school deaf/hearing impaired children. |

| Main Responsibilities |
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| <ol style="list-style-type: none"> 1. Advocate best practice and provide advice and guidance to schools and early years settings about hearing. 2. Work to build capacity in schools and early year settings to enable them to meet the needs of children and young people with a hearing loss. 3. Enhance educational opportunities and achievement for pupils with a hearing loss through a focus on standards and inclusion. 4. To work collaboratively with other professionals, particularly where a child has complex needs. 5. To keep up to date with advances in ICT and its potential for children with a hearing loss. 6. Deliver ongoing training and support to key staff. 7. To contribute to transition planning for young people with a hearing loss and to work collaboratively with staff in post-school educational settings to ensure effective provision and smooth transition. |

8. Work with all schools and settings to raise levels of awareness and promote positive images of deafness. Work with the deaf/hearing impaired child/young person to promote a positive self-image.
9. To access continued professional development to maintain the up to date knowledge and skills needed to support children with a hearing loss.
10. Provide advice on the needs of pupils undergoing Education Health and Care (EHC) Needs Assessment. Monitor the provision within EHC Plans providing written reports for Annual Review as appropriate.
11. To carry out assessments of children/young people with a hearing loss, including those with additional difficulties and disabilities.
12. To monitor the progress of pre-school children with a hearing loss.
13. Participate with other agencies to deliver services for pre-school age children with a hearing loss and their families.
14. To maintain accurate records of all contacts with children, schools and families.
15. To support the development of competence and confidence in hearing aid use for the child/young person and their carers.
16. To supervise and monitor the use of all audiological equipment.

| Generic Responsibilities |
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| <ol style="list-style-type: none"> 1. Understanding, knowledge and ability to follow guidelines that ensures compliance with Health and Safety at Work, Data Protection and other statutory requirements. 2. Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies. 3. Knowledge and experience of using IT. 4. To undertake any other temporary responsibilities aligned with the overall purpose and grade of the role. 5. This position requires the postholder to undergo a DBS (Disclosure and barring service) check. |

| Knowledge, Qualifications, Skills and Experience | Essential or Desirable |
|--|------------------------|
| Qualifications <ul style="list-style-type: none"> • UK teaching qualification • Teacher of the Deaf qualification • Evidence of continuing professional development and specialist | E E E |

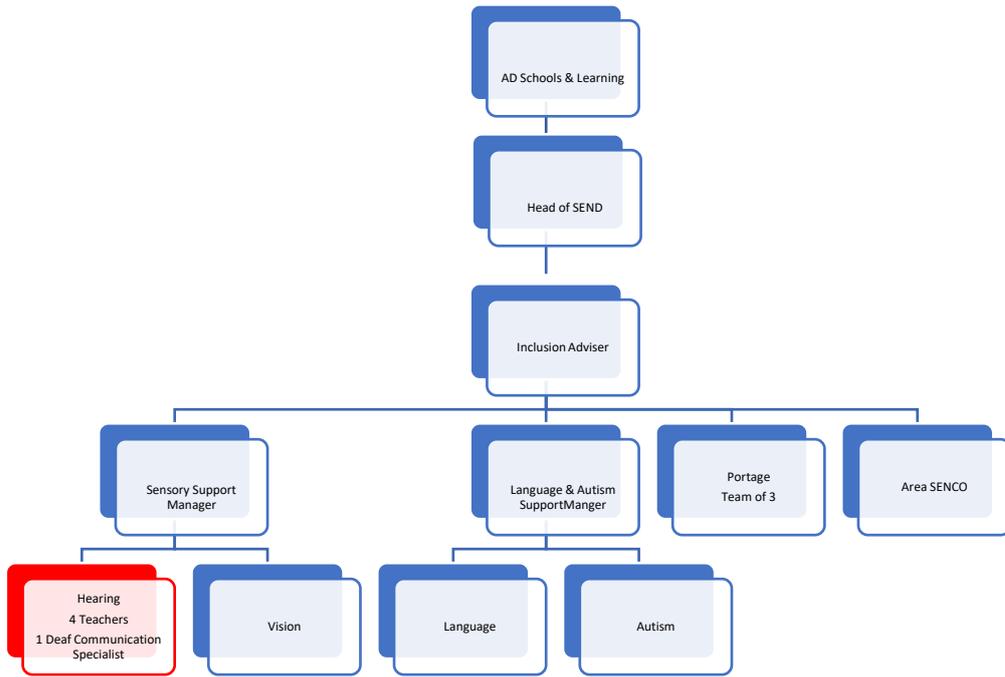
| | |
|---|---|
| knowledge of different types of amplification equipment | E |
| <ul style="list-style-type: none"> • Qualification in BSL | E |
| Abilities/Experiences | |
| Essential: | |
| <ul style="list-style-type: none"> • Substantial successful teaching experience with children with hearing impairment/deafness | E |
| <ul style="list-style-type: none"> • Proven successful multi- agency working; in particular with health professionals. | E |
| <ul style="list-style-type: none"> • Successful and relevant experience of working with families. | E |
| <ul style="list-style-type: none"> • Experience of engaging with and supporting parents. | E |
| <ul style="list-style-type: none"> • Proven ability to work successfully as a member of a multi- agency team, including working successfully with senior leaders in schools, teachers, other practitioners in the Children’s Service and health professionals, e.g. implant team clinic, speech & language therapists. | E |
| <ul style="list-style-type: none"> • Ability to maintain clarity of service objectives and use resources effectively to achieve them. | E |
| <ul style="list-style-type: none"> • Ability to work under pressure and meet tight deadlines. | E |
| <ul style="list-style-type: none"> • Able to work independently, efficiently and flexibly. | E |
| <ul style="list-style-type: none"> • Ability to communicate clearly on a one-to-one basis and with a variety of groups, presenting credibility in all aspects of the role. | E |
| <ul style="list-style-type: none"> • Up to date knowledge of relevant audiology required for this post. | E |
| <ul style="list-style-type: none"> • Up to date knowledge of specialist equipment for pupils who wear hearing aids and cochlear implants. | E |
| Desirable: | |
| <ul style="list-style-type: none"> • Successful experience of providing advice and consultancy to schools and settings. | D |
| <ul style="list-style-type: none"> • Experience with children who have complex needs. | D |
| <ul style="list-style-type: none"> • Experience of delivering a variety of training. | D |

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| <p>Knowledge/Skills</p> <ul style="list-style-type: none"> • In depth knowledge and understanding of the legislative framework for children with special educational needs. • Working knowledge and experience of inclusion in its broadest sense at local, regional and national levels. • Clear understanding of current issues associated with teaching and learning and the assessment and monitoring of pupils' progress. • Knowledge of current initiatives in education, their impact on children with SEN in general and specifically deaf/hearing impaired children. • Competence in the use of ICT • Excellent interpersonal skills • A full understanding of the duties and responsibilities arising from the Children's Act and Working Together in relation to child protection and safeguarding children and young people | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> |
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| <p>Main Contacts & Other Information</p> |
| <p><u>Main Contacts:</u></p> <ol style="list-style-type: none"> 1. Children and Young People 2. Parents and Carers 3. NHS Audiology Services 4. Other NHS Practitioners 5. Nursery and School Staff 6. Practitioners in the Integrated Service for SEND 7. Enfield SEN team <p><u>Other Information:</u></p> <p>This position requires the postholder to undergo a DBS (Disclosure and Barring Service) check.</p> |

Organisational Structure

Please provide organisation structure chart.



Additional Information

Please complete the additional information as fully as you can.

| Supervision / Management of People | | | | |
|--|---------------|---------------|----------------|---------------|
| Please indicate which group best describes the total number of staff the post holder is responsible for: | | | | |
| None | Up to 5 staff | 6 to 15 staff | 16 to 49 staff | 50 plus staff |
| x | | | | |
| Are the staff based at the same work location? | | | | |
| Will the post holder be responsible for contract / agency / project staff? | | | | No |

In the normal course of their duties would it be reasonable to expect the job holder to undertake, or be involved in, any of the following on a regular basis.

If Yes, please provide an estimate of the % of their working day this involves.

| Work Environment | | | | | |
|---|--------|------------------|--|--------|------------------|
| Activity | Yes/No | % of working day | Activity | Yes/No | % of working day |
| Office duties. | Y | 20 | Use of a computer. | Y | 25 |
| Audio typing. | N | | Crisis or conflict situations. | N | |
| Walking more than a mile. | N | | Manual handling. | N | |
| Working alone or in isolation. | Y | 50 | Working in confined spaces. | N | |
| Driving a car, van or minibus. | Y | 5 | Preparing or serving food. | N | |
| Exposure to infectious diseases, e.g. Tuberculosis (TB) or Hepatitis B. | N | | Working in awkward positions, e.g. stooping, bending, reaching. | N | |
| Exposure to substances hazardous to health, including lead, asbestos or radioactive substances. | N | | Operating heavy or hazardous machinery including forklifts, diggers or cranes. | N | |
| Regular and repetitive movements. | N | | Working shifts / unsocial hours, nights. | N | |
| Outdoor work involving uneven surfaces. | N | | Standing or sitting for prolonged periods. | N | |

| Activity | Yes/No | % of working day | Activity | Yes/No | % of working day |
|--|--------|------------------|---|--------|------------------|
| Working shifts / unsocial hours / nights. | N | | Working at heights / on ladders, roof work. | N | |
| Teaching, or responsibility for, children. | Y | 60 | Outdoor work involving extremes of temperature. | N | |
| Electrical hazards. | N | | Control and restraint. | N | |

Resources – identify & list personal and identifiable accountability for physical and financial resources including those of clients:

None

Cash/Financial Resources - Is the post personally and identifiably accountable for the accurate handling / security of cash and cheques? If yes, specify the average amount controlled at any one time and the nature of the accountability:

No

Plant/Equipment - is the post personally accountable for the proper use / safekeeping of plant / equipment? If yes, please indicate the type(s) of plant/equipment and the nature of the accountability:

No

Stocks/Materials - Is the post personally accountable for materials / items of stock? If yes, please indicate the type and approximate value and the nature of accountability:

No

Data Systems - is the post personally accountable for the use, manipulation and safekeeping of data systems whether manual or computerised? If yes please indicate the type of system(s) and the nature of the accountability, whilst explaining the importance of the data systems to the Council's operations:

No

Buildings - Is the post personally accountable for the proper use and safekeeping of buildings? If yes please indicate the type of building(s) concerned and the nature of the accountability:

No