

Wiltshire Council Standard Job Description

Job title: Advisory Teacher for Hearing Impairment	Department: Education and Skills
Work base: County Hall, Trowbridge	Section/team: Special Educational Needs and Disability (SEND) Service
Version number:	JEQ number: N/A
SAP number: 50083799	Grade: Teachers' Terms and Conditions Main or Upper pay scale plus SEN1 or 2 depending on experience
Effective date: June 2024 – Maternity Cover	DACC Code*: (refer to HR for list of codes)

1. Safeguarding

Wiltshire Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are expected to share this commitment. You will be expected to report any concerns relating to the safeguarding of children, young people or vulnerable adults in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children, young people or vulnerable adults gives cause for concern, the council's agreed child protection/vulnerable adults protection procedures will be followed.

2. Political restriction

This job is not politically restricted.

3. Job context and purpose

The Special Educational Needs and Disability (SEND) Service exists to improve outcomes and make a positive difference to the lives of children and young people with SEND, and their families, who require support to be included in their community.

The SEND Service is an innovative service, pulling together key skills, knowledge and appropriate roles from across the children and young people disabilities teams and special educational needs.

The Service will provide high quality, coordinated child, young person and family-centred services which respond to needs and adopt a preventative and early help approach. Whenever and wherever possible services will be provided at a mainstream universal level (within communities) and barriers to this will be removed.

The Service adheres to agreed key operating principles designed by customers and staff, which ultimately place the child, young person and their family at the heart of service provision and empower them to live the life they choose. This will be achieved by enabling the provision of timely, coordinated services, planned in partnership with each child, young person and their family.

The advisory teacher for hearing impairment will work in close co-operation with other advisory teachers, education staff, parents, health and SEND officers in order to promote the inclusion and achievement of children and young people with hearing impairment in education settings.

4. Main duties

- Provide support and advice to enable pre-schools, mainstream and special schools and colleges to enhance the effective education of children/young people with hearing impairment
- Assess individual needs and identify and find solutions to challenges in partnership with the staff of educational settings and other agencies to maximise learning
- Provide direct teaching to children and young people as appropriate
- Plan visits to children and young people with hearing impairment according to their needs, within a designated areas of the county, in accordance with the guidance and requirements agreed within the Service
- Manage curriculum access for children/young people with a hearing impairment and through monitoring, intervention and evaluation ensure that they are suitably challenged to maximise learning.
- Develop the teaching and support practices of staff in educational settings
- Lead and develop training for education personnel and carers, in relation to the needs of children/young people with hearing impairment
- Work in close co-operation with setting and health staff, children and young people and parents to ensure that the best possible outcomes are achieved by working together
- Work in close co-operation with our SEND Lead Workers and Education Officers by providing timely advice for EHC needs assessments and contributing to reviewing Education and Health Care Plans
- Keep up-to-date with national, regional and local developments, and with advances in methods of supporting children/young people with hearing impairment
- Liaise with statutory and voluntary bodies as appropriate
- Contribute to the development and implementation of policies within schools, pre-schools and post 16.
- Support Education Officers at Tribunal or in court when it is professionally appropriate to do so
- Give advice to senior managers in formulating and reviewing education policies within the County.
- Attend team meetings and seek and offer peer support, advice and challenge
- Provide suitable programmes of work for specialist sensory TAs
- Contribute to the development and implementation of policies within the service and individual team
- Contribute to the formulation, implementation and review of the service improvement plan and the specialism team improvement plan
- Manage resources and provide information for the service database of equipment
- Provide advice and training in the use of specialist equipment for children with a hearing impairment and keep up with technological changes in the field of HI
- Maintain appropriate records of all work undertaken and enter these on the service database
- Make use of data research and evidence based practice to raise pupil achievement.
- Contribute to own performance review as set out in the Performance Management policy and guidelines
- Undertake development opportunities to extend knowledge and skills.

Driving at work:

The classification of this role is as a **Regular driver**. The post holder will

- Have a Driving Licence as an essential requirement of the job
- Be required to drive for most or all of their role
- Need to drive their own car
- Register with Fleet Services as a registered driver;
- Read and be familiar with the Driving at Work Policy.
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5. Supervision/management of people

The post holder is responsible for the oversight of any programmes of work given to the Sensory Impairment Teaching Assistants, ensuring timescales are met and work is quality assured.

6. Contacts and relationships

Internal relationships include: the manager of the Sensory Impaired, physical and Medical Service, Senior managers in the SEND Service, SEND Lead Workers, Education Officers, other SEN Advisory Teachers and Educational Psychologists.

External relationships include: parents, children and young people, parent partnership service, senior representatives of voluntary organisations, headteachers of primary, secondary and special schools, and similar post holders in other local authorities, health staff.

7. Information technology

Daily use of all Microsoft Office Packages and any other systems to enable you to do your job.

8. Health and Safety

To be responsible for your own health and safety and that of anyone else who may be affected by your acts or omissions.

9. Equality and Diversity

You are required not to discriminate against colleagues, suppliers or third parties at work, nor should you harass or victimise others. You are further required to report incidents of discrimination at work, either to your manager or anonymously via [the whistleblowing policy](#).

10. Records management

You are responsible for ensuring that all information sources for which you have responsibility are maintained in line with corporate guidance. This applies to all electronic and hard copy information. In particular you must make sure that sufficient time is spent on ensuring that information is kept accurate and up-to-date and stored in ways that promote findability. All redundant information must be archived, deleted or physically destroyed in accordance with the corporate Records Retention Policy.

You should also ensure that access permissions are maintained to limit access to sensitive information. You are responsible for maintaining the confidentiality of sensitive data, whether held electronically or in hard copy, and promptly reporting all breaches, or potential breaches, of our Information Security Policy to the Information Assurance Team.

11. Other duties

The postholder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not in themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

12. Other

The job is exempt from the Rehabilitation of Offenders Act 1974 and will require an Enhanced CRB check before appointment can be confirmed.

13. Authority to work in the UK

You must have the legal authority to work in the UK. Non-EU nationals must have an up to date work permit from the UK Border Agency a copy of which must be provided to the recruitment team.

PERSON SPECIFICATION

The person specification details the essential and desirable personal criteria which the job holder should possess in order to be able to successfully perform the job.

	Essential	Desirable
Qualifications or equivalent level of skill or knowledge.	<ul style="list-style-type: none"> • Fully qualified teacher status • Relevant postgraduate qualification in SEND • Willingness to undertake postgraduate study to train as a Teacher of the Deaf if not already qualified • Proven application of knowledge and experience of current Special Educational Needs processes, legislation and Code of Practice • Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people • Have a current Driving License 	<ul style="list-style-type: none"> • Qualified Teacher of the Deaf
Skills and Experience	<ul style="list-style-type: none"> • Excellent written and verbal communication skills especially in conversations with parents and school staff during meetings • Capability to use Information and Communication Technology (ICT) as an integral element of work practice. • Substantial experience teaching in the classroom as well as experience in the wider field of special educational needs • Ability to work collaboratively and effectively with colleagues, families and children • Recent additional training and evidence of continued professional development. • Ability to work independently and flexibly within a team • Ability to present information and communicate effectively. • High quality interpersonal and reflective skills. • Willingness to work with children and young people 0-25 years • Recent additional training or further study • Ability to manage new initiatives and develop project work • Ability to manage own diary and meet the travel requirements of the post 	<ul style="list-style-type: none"> • Recent and successful work with Hearing Impaired children or young people • Have experience of teaching BSL to children/young people

	<ul style="list-style-type: none"> Ability to learn from more experienced staff and to adapt working practices in the light of experience of successful casework or challenges 	
Management of people	<ul style="list-style-type: none"> Ability to give guidance and monitor programmes of work negotiated with other staff 	
Safeguarding	<ul style="list-style-type: none"> Has up to date knowledge of relevant legislation and guidance in relation to working with and the safeguarding of children/vulnerable adults 	

BEHAVIOURS

These behaviours are required for successful performance in the role, see the [Behaviours Framework](#).

	<u>Expected:</u>	<u>Desirable:</u>	<u>Aspirational:</u>
	our required behaviours (the expected behaviours apply to all staff).	Staff should seek to demonstrate these behaviours	These behaviours are required by employees looking to develop and those in senior or managerial positions
Excellence	Required	Required	Aspects required
Responsibility	Required	Required	Aspects required
Working together	Required	Required	Aspects required
Simplicity	Required	Required	Aspects required
Leadership	Required	Required	Aspects required
Trust and Respect	Required	Required	Aspects required

Expected Behaviours:

These are the expected behaviours for all roles in the Council:

Excellence:

- You are punctual and friendly and demonstrate a positive professional attitude
- You take pride in your own work and that of your team members
- You understand who your customers are and why they matter
- You are willing to go the extra mile for customers and act upon their feedback.

Responsibility:

- You are trustworthy and reliable
- You seek to learn from your colleagues
- You review your own performance and ask for feedback to learn and improve
- You work safely to maintain the health of both yourself and others
- You use your initiative to solve problems and inform others when you are aware of potential issues
- You acknowledge when you make mistakes and take responsibility for addressing and correcting them
- You appropriately challenge assumptions and unhelpful behaviour.

Working together

- You work together with colleagues and customers and take the time to build effective and rational working relationships
- You celebrate team successes and create a positive team spirit
- You work well with people who have different ideas, perspectives and backgrounds
- You share skills and knowledge and encourage and support others in applying their ideas to work – helping others to help themselves
- You encourage working together for the benefit of customers.

Leadership

- You live the council's values and lead by example in demonstrating the corporate behaviours, inspiring colleagues to follow your example.
- You have a drive for results and show courage when things don't go to plan
- You are compassionate, caring and empathetic to both colleagues and customers
- You enable leadership by engaging and seeking guidance from others on personal, team, organisational and community activities.

Simplicity

- You use, to full advantage, the available information systems and procedures when working to achieve outcomes
- You are open to new ideas and suggestions and speak up when you see a better way
- You communicate relevant information regularly and effectively
- You change your communication style to best meet the needs of the audience and regularly check that there is a mutual understanding.

Trust and respect

- You take the time to build effective relationships with customers, stakeholders, colleagues and partners
- You are respectful and considerate
- You understand how your behaviours can be interpreted and consider the impact you have on others.

This job description and person specification created by: Tim Morgan

Amended by: Sandra Sharratt

Date: 19th April 2024