

**Service Area:**  
School Based



**Section:**  
Specialist Provision

**Job Title: Teacher in Specialist Provision for Hearing Impairments**

**Grade: Main Scale & up to SEN 2**

**Responsible to:** Teacher in Charge of Specialist Provision at Lowerhouses J I & N School

### **ABOUT THE ROLE**

This role is sited in the Specialist Provision within Lowerhouses CE (VC) JI & EY School which provides support for pupils with complex hearing needs, their families and designated local mainstream schools.

This Specialist Provision is part of a range of provision for children with Sensory Impairments in mainstream schools which includes provision within EYFS, KS1 and KS2 at Dalton JI&N School and Lowerhouses J I & N School and provision within KS3 and KS4 at Moor End Academy and Newsome High School. These specialist provisions form one of three strands of support for children with: Complex Communication and Interaction; Sensory Impairments and Physical Impairments.

This role is required to work as part of a team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for hearing impairments the post holder will develop and lead strategies which will impact upon the learning and inclusion of children with hearing impairments ensuring successful transition into mainstream schools. The post holder will be line managed by the teacher in charge of the provision for hearing impairments at Lowerhouses CE (VC) JI & EY School.

This role will involve organising, delivering and evaluating learning for children with complex needs across the sensory strand. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. It will also involve working with the SENCOs, class teachers and support staff in a range of mainstream schools.

### **Professional Responsibilities**

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**.

Additionally, the post holder will be required to work with named mainstream schools to assist support and transition in partnership with the school and parents, and offer advice and support with regard to pupils with Special Educational Needs.

## **Pupil Progress**

1. Coordination of EHCP reviews of identified pupils in partnership with designated local schools.
2. Monitor report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named pupils within the specialist provision.
4. Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including MSPs and EHCPs, review and report on progress for all designated pupils.

## **General teaching responsibilities**

1. To plan, deliver and review specific teaching programmes for individuals and groups of pupils.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To contribute towards curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To share in maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend meetings as required by the Headteacher or strand senior teacher.
9. To advise schools with regard to the SEND Code of Practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision. Support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the service.
11. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
12. To liaise with other agencies when appropriate e.g. Social Care, health agencies, voluntary and community sector organisations.
13. To organise and attend, annual and interim reviews for pupils with EHCP of SEND.

## **Standard section for all jobs**

1. To keep abreast of developments in the areas of the National Curriculum, National Strategies, teaching and learning, social inclusion and the Inclusion Team.
2. To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 2 SEN points, relating to the efficient organisation of the service.
4. The teacher's duties must, at all times, be carried out in compliance with the Council's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
7. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
8. To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
9. Carry out your duties with due regard to current and future Council policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Council communications.
10. As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

**Specialist Provision Teacher based at Lowerhouses CE (VC) JI & EY School**  
**EMPLOYEE SPECIFICATION**

**JOB TITLE:** Teacher in the specialist provision for children and young people with Sensory Impairments

**SCALE:** Up to 2 SEN Points

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Recent experience of teaching KS1 and KS2 pupils with complex needs.	Application / Selection Process	B
		1.2	Experience of leading, managing and delivering personalised learning programmes / interventions for pupils.	Application / Selection Process	A
		1.3	Experience and knowledge of managing pupils with sensory impairments.	Application / Selection Process	B
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of writing MSPs and contributing to EHCP.	Application / Selection Process	A
		1.6	Experience of assessing pupils with sensory impairments.	Application / Selection Process	B
		1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions.	Application / Selection Process	A
		1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	B
		1.9	Experience of managing support staff/ staff.	Application/ Selection Process	B
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant INSET.	Application / Selection Process	A
		2.3	Commitment to continued professional development.	Application / Selection	A

				Process	
		2.4	Willing to work towards gaining necessary specialist qualifications in Sensory impairments.	Application / Selection Process	A
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.1	A thorough working knowledge of the SEN Code of Practice.	Application / Selection Process	A
		3.2	Extensive knowledge and understanding of sensory impairments and effective strategies and approaches to support children with Sensory impairments.	Application / Selection Process	B
		3.3	Ability to promote inclusion and meet the additional needs of all pupils.	Application / Selection Process	A
		3.4	Ability to chair and/or participate in annual and interim reviews and professional meetings for pupils.	Application / Selection Process	B
		3.5	A well-developed understanding of the principles and practices associated with excellence within education.	Application / Selection Process	A
		3.6	Commitment and ability to raise standards for all pupils.	Application / Selection Process	A
		3.7	A well-developed current knowledge of the primary curriculum.	Application / Selection Process	A
		3.8	A working knowledge of effective assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	A
		3.9	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	B
4.	<b>SKILLS AND ABILITIES</b>	4.1	Ability to support staff development.	Application / Selection Process	B
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A

		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET.	Application / Selection Process	A
		4.6	Effective communication skills.	Application / Selection Process	A
		4.7	Ability to supervise support staff including Performance Management.	Application / Selection Process	A
		4.8	Ability to participate in policy and improvement decisions as part of the Specialist Provision Team.	Application / Selection Process	A
		4.9	Ability to contribute to the review and evaluation of the effectiveness of the specialist provision	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.	Application / Selection Process	A
5.	<b>ANY ADDITIONAL FACTORS</b>	5.1	Ability to adapt and be flexible to the needs of the school and specialist provision sector.	Application / Selection Process	A
		5.2	Positive approach to the management of change.	Application / Selection Process	A
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. and factors concerning the safeguarding, duty of care and promotion of the welfare of students. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b>	Application / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

<b>ES Reference No</b>	
<b>ES Prepared/Amended</b>	
<b>Refers to Estab(s)</b>	