

## Job Description

Job Title **SEND Sensory Support Team Teacher of the Deaf Secondary HSC Co-ordinator TLR KS3/ 4**

Section **SEND Specialist Services Sensory Support Team**

Reports to **Lead Teacher HI**

Job number

Grade **MPG/UPS + TLR 2 point 1 plus SEN 1 or 2**

Location **Based at the Hearing Support Resource Centre – Cottenham Village College (Babbage House pass)**

Hours **Full time, Teachers terms and conditions**

### Overall purpose of the job

To manage the HLTA and other TAs working in the unit.

To manage a teaching caseload which includes identifying and meeting the needs of hearing impaired pupils to enable them to make progress and be successfully included in the full range of educational settings.

To lead on and develop staff training and resources relating to KS 3 and 4 curriculum and assessments.

Delivery of SEND Specialist Services for sensory impaired children and young people aged 0 to 25yrs in Cambridgeshire and the deployment of expert skills and knowledge of the team to meet local need

### Main accountabilities

*Please list the accountabilities in descending order of priority. Please include 6-9 accountabilities.*

Main accountabilities	
1	<p><b>Principal Accountabilities/ Scope of Post</b></p> <p><b>Management role 25%</b></p> <p>To manage the day to day work of the HLTA and some TAs within the secondary unit and advise the Hearing Support team Leader re: planning, monitoring, reviewing and evaluating the organisation of support for pupils on their caseloads.</p> <p>To take responsibility for implementing the appraisal of the HLTA and non-teaching staff</p>

	working within the unit.
2	<p><b>Advisory Roles 30%</b></p> <p>To deliver in-service training to colleagues in settings about the consequences of a hearing impairment on education, including reference to language development, National Strategies, optimal use of hearing aids, cochlear implants, FM systems and sound field systems in relation to accessing the curriculum.</p> <p>To assess the language development of hearing impaired pupils and devise appropriate programmes to develop language.</p> <p>To work collaboratively with all relevant parties to ensure appropriate programmes of language development are delivered, adaptations to teaching methods and material are implemented and that the outcomes are monitored.</p> <p>To assess hearing impaired pupils and provide advice, guidance and support to enable them to make the best possible educational progress.</p> <p>To advise on special arrangements for hearing impaired pupils taking exams or external assessments.</p> <p>To develop schools' abilities to provide inclusive education.</p> <p>To pursue professional development to maintain up-to-date skills, knowledge and expertise to promote inclusion.</p>
3	<p><b>Curriculum Roles 30%</b></p> <p>To use knowledge of the National Curriculum and the implications of hearing Impairment, to enable staff to plan effective teaching and maximum access to the curriculum.</p> <p>To promote the appropriate use of specialist audiological equipment to maximise learning and facilitate independence.</p> <p>To promote the use of appropriate classroom strategies, resources and teaching materials to minimise the effect of hearing loss on the educational achievement of each pupil.</p> <p>To provide reports for Statutory Assessment and Annual Reviews that clearly identify the progress the pupil has made.</p>
4	<p><b>Partnership Working 15%</b></p> <p>To fulfil the SEN Code of Practice (2001) and other relevant legislations in working with parents/carers and maintaining clear procedures for effective communication with them.</p> <p>To maintain clear procedures for effective and regular communication with schools in order to provide high quality support and advice on successfully including deaf children in all aspects of school provision.</p> <p>To work with colleagues form other agencies (e,g Health and Social Services) to provide</p>

	<p>effective support, advice and training to pupils, students and their parents/carers.</p> <p>To provide advice on the modes of communication available to hearing impaired children.</p> <p>To develop and implement systems to ensure that children are listened to and given real opportunities to express their views about their educational plans and progress.</p>
	<p><b>The TLR is awarded in respect of the following duties and responsibilities:</b></p> <p>1 To take the lead for developing and monitoring a co-ordinated team approach to:  A) Addressing the teaching and learning needs of hearing impaired students related to Key Stage 3/4 curriculum.  B) Identifying and sharing suitable Key stage 3/4 resources.</p> <p>2. To supervise and lead Service staff in:  A) Managing the needs of hearing impaired students at Key Stages 3 and 4, acting as a mentor and advisor when required.  B) Being aware of the special arrangements for end of Key Stage 3 tests, GCSE and other non-statutory assessments.</p> <p>3.To line manage and carry out appraisals for the HLTA and some TAs within the unit.</p> <p><i>*The post holder will be based at the Hearing Impairment Resource Centre for as long as there are HI pupils using the facility. If numbers of HI pupils fall there is an expectation that the post holder will support pupils in other schools/settings as well. If the Resource Centre closes due to lack of pupils the post holder's base will be Babbage House or Amundsen House.</i></p> <p><i>Travel costs will be met following policy and protocols laid down by Cambridgeshire County Council.</i></p>
	<p>1 April 2015</p>