



Role Profile

Job Title: Advisory Teacher of the Deaf	Role Profile Number: P/A
Grade: Mainscale MPS/UPS + SEN point 1 Salary:	Date Prepared: Updated May 2020
Directorate/Group: Hearing Support Team	Reporting to: Senior Advisory Teacher of the Deaf & Headteacher
Structure Chart attached:	

Job Purpose

As a skilled practitioner, with your knowledge of Hearing Impairment and experience of working with children and young people in mainstream schools, you will support deaf children, their families, school staff and partner agencies in the Swindon area.

Key Accountabilities

- To deaf children – to support their special educational needs in terms of language development and access to the curriculum. To ensure that their learning environment and resources (including audiological equipment) are suitably adapted, appropriately fitted and used optimally. To support their social and emotional development and understanding of their own deaf identity.
- To families – to provide information, advice and support for families of deaf children so as to empower and encourage all significant family members to take a lead role as advocates and educators at all ages and stages for their child.
- To school staff - to ensure that staff have the appropriate information, training and advice they need with regard to the environment, resources and difficulties associated with deafness in all developmental areas with a view to achieving positive outcomes for all children and young people.
- To partner agencies - ensure that all key professionals are informed and involved as necessary in order to maintain a seamless, family friendly service for all deaf children and young people in the Swindon area.

Further Accountabilities

Working with families:

- To offer information, support and advice to families at time of diagnosis of deafness
- To signpost families to other agencies as appropriate
- To offer support, advice and practical ideas/activities to encourage language development of deaf children
- To offer support and advice on the management of audiological equipment
- To offer impartial advice to families on a variety of communication approaches appropriate for deaf pre-school children.
- To provide information to families relating to education provision, statutory assessment and support within Swindon

Assessment & monitoring :

- To undertake regular assessment/monitoring of deaf children's developing listening skills
- To undertake regular assessment/monitoring of deaf children's developing language and communication skills
- To support and monitor the progress of each deaf child on their caseload within the Early Years Foundation Stage Framework/the National Curriculum.

Programme setting:

- To provide and where appropriate deliver listening, language and communication development programmes for deaf children.
- To liaise with Early Years workers/class teacher/ Teaching Assistants etc so as to support individual deaf children in their settings and provide individual teaching programmes as appropriate
- To advise on access to all areas of the EYFS framework and National Curriculum providing/supporting intervention where progress is slow or is below expected targets.

Audiology & Acoustics:

- To advise on the physical environment and resources appropriate to the child's needs.
- To offer support and advice on the management of audiological equipment within educational settings
- To assess the need for and monitor specialist audiological equipment on loan to the deaf child or young person
- To contribute to Audiology and ENT clinics to support improving curriculum access for individual children and young people.

Wider professional duties:

- To be familiar with and have due regard to the Safeguarding principles of the school and of the other educational settings in which deaf children may be placed. To act immediately and appropriately following the correct procedures where there are any safeguarding concerns
- To provide written advice for the LA on deaf children and young people undergoing statutory assessment.
- To participate in multi-disciplinary meetings to support improving curriculum access for individual children and young people.
- To attend and contribute to annual and transfer review meetings both in and out Borough.
- To initiate and provide in-service training for other professionals supporting deaf children
- To take a lead and contribute to service development initiatives.
- Maintain effective communication links with other agencies supporting deaf children within Swindon
- To attend such meetings as directed by the Senior Advisory Teacher
- To undertake regular professional development related to education initiatives and your specific specialism.
- To manage time appropriately and allocate time effectively for administrative duties associated with advisory and support work
- To ensure due regard to information governance guidelines and to ensure that all reasonable steps are taken to safeguard the privacy of information relating to children on caseload

This post may involve attendance at meetings outside of school hours; including meeting voluntary agencies, holiday cover for Health referrals; and work with pre-school children in a home setting.

Knowledge & Experience

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

Essential:

- Experience in more than one phase/key stage
- Up to date knowledge of National Curriculum and Early Years Foundation Framework
- Working knowledge of SEND and CoP
- Up to date with current policy and developments at local and national level, particularly in relation to Deaf children
- Sound knowledge of the process of language and communication development in children
- Effective and appropriate spoken & written communication skills
- Ability to set up, manage and monitor appropriate assistive listening devices
- Current, clean driving licence and use of a car during working hours
- Excellent time management skills
- Sound ICT skills
- Ability to manage and prioritise a caseload appropriately.

Desirable:

- Experience within a range of settings eg. homes, nurseries and pre-schools, mainstream and special schools
- Experience of Advisory Teacher work
- Experience of working with variety of Hearing Aid, Cochlear Implant and BAHA users
- Ability to 'think outside the box', think on their feet and be innovative

Teaching & Learning

Essential:

- Ability to assess listening skills, language & communication development, then use results to plan and deliver learning programmes
- Ability to contribute to, and deliver training on deafness to a range of audiences
- Commitment to making education enjoyable and stimulating
- Ability to encourage parent/carer involvement in the education of their child

Desirable:

- An advisory teacher who excites and inspires children to learn

Personal attributes

- Approachable and caring manner
- Enthusiastic/energetic/fun
- Enjoys a challenge
- Ability to manage change, be flexible and adaptable
- Ability to manage stressful situations
- Ability to work successfully with others in a team to achieve common goals
- Willingness to contribute to service development projects.

Qualifications

- Qualified Teacher Status
- Qualified Teacher of the Deaf
- BSL1 minimum and a willingness to work towards higher levels
- Evidence of continuing professional development since qualification
- Desirable - BSL2 or higher

Contacts and Relationships

(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)

- Children and their families
- School staff
- Partner agencies

Values and Behaviours

We strive to underpin our culture through strong management and authentic leadership, this means getting the management basics right, and ensuring what we commit to individually and collectively, we own and demonstrate accountability aiming to get things right first time. Building on this we also expect everyone at SBC to demonstrate and live our organisational values and behaviours , this means in our work we are:

Connected: We put Swindon and its people at the heart of everything we do.

We display a communication and behaviour style that promotes a positive Council identity in connecting with residents, customers, colleagues and other stakeholders ensuring a partnership approach to delivering our vision. Always asking, “is what I am doing in the best interests of Swindon and its people,”?

Resilient: We are forward thinking and work smart

We seek to identify where things can be improved, ensuring this learning is embedded, evaluated and built upon through a strong approach to continuous organisational development.

Brave: We respect and work together with our colleagues and customers to achieve success

We act in an emotionally intelligent way, setting positive examples around accountability, risk and governance. This will be delivered through developing ourselves and our teams to achieve the highest possible levels of productivity and performance.

Other Key Features of the role

(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury).

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name::
Date:	