

## North Northamptonshire Sensory Impairment Service

<b>JOB TITLE</b>	Inclusive Technology Technician
<b>GRADE</b>	Grade H
<b>REPORTING TO</b>	Sensory Impairment Advisor
<b>NUMBER OF STAFF SUPERVISED</b>	None
<b>FINANCIAL RESPONSIBILITIES</b>	None
<b>KEY CONTACTS</b> <b>Children and Families</b>  <b>Customers</b>  <b>Voluntary Organisations</b>	<ul style="list-style-type: none"> <li>• All staff in the Sensory Impairment Service</li> <li>• NCC teams involved with children and young people with SEND</li> <li>• School SENCOs, subject and class teachers</li> <li>• School support Staff</li> <li>• Parents/Carers</li> <li>• Suppliers of equipment for people with Sensory Impairment</li> <li>• National and local organisations concerned with children and young people with sensory impairment</li> </ul>
<b>JOB IMPACT</b>	The Sensory Impairment Team will provide a range of services for children and young people who are deaf, vision impaired or have multi sensory impairment.
<b>ROLE SUMMARY</b>	To support and deliver a high quality, specialist support service to children with Hearing Impairment/Visual Impairment needs, to ensure they have equal access to appropriate education, maintain progress and enable them to achieve their full potential.

## KEY TASKS AND ACCOUNTABILITIES

1. To provide key support enabling the SI team to ensure that children and young people (CYP) with SI have appropriate support in settings which enable them to achieve their maximum potential for learning. Such resources will include those used for Braille, adapted text, electronic format, computers, tablets, sign graphics, assistive hearing technology, (hearing aids, sound field and FM Systems), iPods, mp3/4 players, as well as knowledge of interconnectivity with ICT. This will include providing training to pupils and staff members in the use of equipment.
2. To liaise with Qualified Teachers for Visual Impairment (QTVI) and Teachers of the Deaf (TODs), Class teachers and subject teachers, outside agencies, other professionals and suppliers re assessment, provision and appropriateness of inclusive/ICT resources
3. To offer effective training and guidance to pupils and parents as well as to school staff in relation to inclusive technology, maintaining an appropriately professional relationship with parents, providing positive support and feedback and listening to /acting on concerns if necessary.
4. To carry out the delivery, installation and maintenance of all ICT hardware, software and specialist resources for CYP with SI to support the needs of the child within a setting and for staff (where not maintained under a separate IT contract elsewhere).
5. To carry out visits to CYP in settings/ at home to identify and where possible repair failed resources on site and facilitate repairs offsite when this is not possible, including the recycling of spare parts. This does not include electrical safety testing.
6. To carry out the development and maintenance of databases, monitoring all inclusive/ICT equipment and software, ensuring the maintenance of and supply of spares are readily available/accessible to use across the county, and that workshop/resource bases are kept in fully resourced, maintained and organised.
7. To input into team planning and development
8. To take part in the appropriate appraisal system in accordance with Council policies.
9. To interact in a professional and courteous manner.
10. To promote inclusion and equality of opportunity in education for all pupils, regardless of race, gender, ability, sexual orientation, culture or religion.
11. Ensure that reasonable care is taken at all times for their own health, safety and welfare and that of other persons, and to comply with the policies procedures relating to health and safety within the department.
12. Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.

## **SKILLS AND COMPETENCIES**

### **Essential**

- In depth knowledge of Inclusive Technology for CYP with either HI or VI and willingness to train to extend knowledge and expertise further to achieve a broad overview of the needs of pupils with sensory impairment.
- Willingness to keep up to date with innovations with potential to improve the quality of learning for pupils with SI
- Ability to perform ongoing repairs to inclusive technology specialist hardware, equipment and resources, and/ or willingness to train
- Proficient in Microsoft Office packages
- Educated to A level or equivalent eg B Tech, NVQ Level 3, or willingness to train
- Good literacy, numeracy and IT skills
- Able to communicate effectively, including with pupils who have SI
- Committed to inclusion and equalities
- Ability to prioritise own workload, to work effectively within a team as well as work on own initiative
- Ability to work collaboratively as a member of a multi-disciplinary team
- An ability to maintain appropriate levels of confidentiality.
- An understanding of and commitment to safeguarding and promoting children's welfare.
- Ability to communicate with young people of different ages and abilities and respond to individual needs and promote independent learning.
- To have knowledge of how sensory impairment affects communication and be able to use appropriate skills and strategies to respond to individual communication needs.
- Able to travel to various locations within the county.
- Satisfactory DBS clearance.

### **Desirable**

- Degree or equivalent
- Further qualifications relevant to the post
- Additional recognised Additional Needs qualification
- Ability to read Braille
- Ability to use British sign Language

## **Mental Demands of the Role**

- Ability to work in different educational provisions and across all phases
- Ability to prioritise and accommodate change
- Enthusiasm for working in a multi-disciplinary team
- Ability to make and defend decisions in a non-threatening way
- An appreciation of the local needs of schools and communities
- Ability to maintain high levels of professional and personal integrity
- An appreciation of the rights and aspirations of others
- Personal and professional initiative

## **Accountability/Freedom to Act**

The Post holder will be accountable to the Lead Teacher of SI Service for maintaining a high professional standard in the delivery of all aspects of their work. Within this accountability, the post holder will make their own professional decisions based on evidence, knowledge of relevant research and within current legislation and policies.