

Job Description

Job Title	Sensory Lead Teacher of the Deaf
Section	Sensory Support Team 0-25
Reports to	SEND Specialist Services Senior Teacher, Sensory Support Team 0-25
Job number	
Grade	MPG/UPS + TLR 2.2 + 2 SEN
Location	Amundsen House, St Ives or Fawcett House, Trumpington.
Hours	Full time

Overall purpose of the job

To support with the leadership and management of a multidisciplinary team of peripatetic and Resource Centre based Qualified Teachers of the Deaf, Deaf Support Workers and Specialist Teaching Assistants. The Team Leader will have responsibility for providing professional supervision and specialist advice and support to the multidisciplinary team, ensuring that practitioners in the team meet the requirements of professional and regulatory bodies for supervision, support and CPD. They will also have responsibility to undertake performance appraisal and ensure that all of the team meet CCC/SEND practice standards.

The Lead Teacher will be responsible for ensuring the effective 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. The post holder will be responsible for the delivery of the new SEND legislation and SEND Commissioning Strategy as it relates to sensory impaired children and young people.

The Lead Teacher will be the link person for SEND Specialist Services Team Leaders. They will have responsibility for ensuring a consistent model of service delivery across the county and will address issues of quality assurance as they arise. They will work closely with others to troubleshoot and problem solve around difficult cases to resolve issues at a local level, wherever possible. In addition to having responsibility for the day to day management of a team, they will contribute to project work and developments within SEND Specialist Services and E&PS that aim to address issues of school improvement in relation to children and young people with sensory impairment; keeping CYP in their local community; reducing exclusions; promoting inclusion and removing barriers to achievement for CYP with SEN.

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

Main accountabilities

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

	Main accountabilities
1	Professional Leadership 20%

	<p>Provide specialist leadership and management of a multidisciplinary D/deaf Specialist Team of peripatetic and Resource Centre based Qualified Teachers of the Deaf, Deaf Support Workers and Specialist Teaching Assistants.</p> <p>Ensure that statutory deadlines are met by the team and that statutory work, including reassessments, attendance at Draft EHCP meetings and requests from County Resourcing Panel are dealt with effectively and efficiently.</p> <p>Support recruitment and induction processes and work with the Senior Teacher - Sensory to ensure all appointed staff have the appropriate level of expertise and are familiar with national and county policies, protocols and practice standards.</p> <p>Keep accurate and detailed records as required by the Senior Teacher – Sensory and Head of SEND Specialist Services.</p> <p>Quality assure the work of the team and deal with any issues of poor performance in accordance with CCC guidelines and procedures.</p> <p>Provide professional supervision and specialist support to the team and ensure members of the team meet requirements of professional and regulatory bodies.</p> <p>Undertake performance appraisals.</p>
2	<p>Service Delivery 20%</p> <p>Ensure the effective day to day delivery of Sensory Support across the county and be able to demonstrate the impact of the work of the team on improved outcomes for children and young people, as defined by service plans and Local Authority performance indicators.</p> <p>Ensure that statutory deadlines are met, and that statutory work is of a high quality and complies with practice standards and Service expectations.</p> <p>Ensure high quality, and expert contributions and reports for Tribunals from the team and their attendance at Tribunal Hearings.</p> <p>Manage individual time allocations of practitioners in the team to ensure that the team are delivering on core, statutory and traded/enhanced functions.</p> <p>Ensure staff in the team and partners have a good understanding of thresholds for involvement, roles and responsibilities, have access to accurate and relevant information to support best practice and promote inclusion of children and young people with sensory impairment.</p> <p>Ensure that practitioners in the team are giving high quality, specialist advice and support that is evidence based and designed to address the needs of children and young people.</p> <p>Ensure the effective deployment of specialist sensory staff in Cambridgeshire.</p> <p>Ensure procedures for effective and regular communication with schools and parents/carers are being adhered to.</p> <p>Contribute to the development of service provision through NatSIP working groups, Children's Hearing Services Working Groups (CHSWG's), Heads of Sensory Service</p>

	<p>(Eastern Region), HOSSER and other county and regional forums.</p> <p>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>
3	<p>Casework 60%</p> <p>Design and deliver bespoke training to colleagues in settings about the consequences of the education of a D/deaf child, including reference to language development, National Strategies, optimal use of hearing aids, cochlear implants, FM systems & sound field systems in relation to accessing the curriculum.</p> <p>Assess the language development of D/deaf children and devise appropriate programmes to develop language.</p> <p>Work collaboratively with all relevant parties to ensure appropriate programmes of language development are delivered, adaptations to teaching methods & materials are implemented and that the outcomes are monitored.</p> <p>Assess D/deaf children and provide advice, guidance and support to enable them to make expected educational progress.</p> <p>Advise on special arrangements for D/deaf students taking exams or external assessments.</p> <p>Build schools' capacities to provide inclusive education.</p> <p>Promote the appropriate use of specialist audiological equipment to maximise learning and facilitate independence.</p> <p>Promote the use of appropriate classroom strategies, resources and teaching materials to effect the educational achievement of each D/deaf child</p> <p>Provide reports for Education Health and Care Plans and EHCP Reviews that clearly identify the child's needs and the progress made.</p>