

## **Job Capsule Supplementary Information: Advisory Teacher for Deaf Children & Young People**

**Pay Level:** Teachers Pay & Conditions: Main Pay / Upper Pay Scale FTE per annum; Dependent on experience & qualifications - 1/2 SEN Points + TLR Range 2a + R & R

**This document is for use during recruitment, setting objectives as part of the performance management process and other people management purposes. It does not form part of an employee's contract of employment.**

### **Role Purpose:**

- To work as part of the Camden Advisory Service for Deaf Children & Young People in delivering high quality specialist support to deaf children and young people aged 0-25 to enable them to achieve positive outcomes.
- To support children & young people and their families within a range of environments including their home, educational settings and at specialist medical appointments as directed by the Team Lead of the Service.
- To ensure an excellent service delivery to deaf children and young people (0-25years) through working in partnership with families, professionals, voluntary agencies and statutory agencies to raise achievement, promote inclusion, ensure wellbeing, and increase access to learning.

### **Example outcomes or objectives that this role will deliver:**

The general duties of a school teacher are defined in the School Teachers' Pay and Conditions Act.

The following are specific outcomes and objectives in this role:

1. The overall objectives of the Early Intervention & Prevention Division in Camden are met, through the Influence and contribution of the postholder
2. Families, educational settings and schools with deaf pupils receive a high quality, high performance service to facilitate children and young people's progress and attainment. Tasks include:

- a) Contribute to the education of deaf children & young people age 0 – 25years; offering guidance and support to families at home and / or health settings; discussing possible educational provisions; and liaising with additional professionals.
  - b) Provide access to comprehensive, impartial information, taking into account the family's cultural and social background, about the full range of possible options to families to empower them in understanding all of the options available to them.
  - c) Ensure effective home-school arrangements are in place with the outcome that parents of deaf children are kept informed and involved in supporting their child's learning.
  - d) Advise and support schools in Camden on the inclusion and education of deaf pupils and promote full access to the whole curriculum along with a wider understanding of social and emotional well-being of deaf individuals.
  - e) Advise on teaching resources and equipment appropriate for deaf pupils and supervise the use and maintenance of specialist equipment.
  - f) Deliver training packages for the Service and INSET programmes to professionals, schools and other settings.
  - g) Participate in transitional plans for pupils moving between home, school and hospital at appropriate times.
3. The Local Authority has monitoring in place and you will be responsible for accurately maintained records of a specific caseload of children and young people as directed by the Team Lead of the Service.
  4. Education providers understand the educational implications for deaf pupils in early year's settings, mainstream primary, secondary, special schools and further education through timely and high quality assessment, observation and other methods as appropriate to the case and setting.
  5. Families and other professionals receive clear reports of assessments.
  6. The EHC needs assessment process takes account of educational advice specific to deaf children and young people.
  7. Annual and transitional reviews are informed by specialist education perspective on the needs of deaf children and young people with information from regular monitoring of progress and written and oral reports to educational settings, parents and the LA as required.
  8. Specialist equipment is maintained and its use monitored as necessary and the Educational Audiologist/Technical Officer is advised of any technical problems or issues to be addressed.
  9. Providers in educational settings receive information about promoting all reasonable steps to ensure there are good acoustics so as not to hinder the learning of deaf children & young people or their full participation in the activities of the school.
  10. Deaf children and young people are not treated less favourably on the grounds of their disability, ethnicity, national origin, race, sex, religious belief, political opinion, sexual orientation

11. Families have access to open lines of communication by telephone, letter and home visits to encourage partnership with families.
12. Families have full access to the information provided to them either through Interpreting and translation services or other modes.
13. The service manager has access to provision, outcome and other data as requested by the Service Manager.
14. The Advisory Service development plan is informed and evidence based reflecting the knowledge base across the service.

**People Management Responsibilities:**

N/A

**Relationships:**

- The post involves working with practitioners in schools and other settings, working with a range of multi-agency practitioners and Local Authority partners
- The post involves work with children, young people and their families.
- The postholder will:
  1. respect diversity and implement the Council's policy on equal opportunities and to understand the implications of equal opportunities policies in all dealings with children, families and schools.
  2. comply with arrangements to safeguard and promote the welfare of children and follow Council procedures appropriately.
  3. be client focused in providing the best possible service.
  4. respect the confidential and sensitive nature of the written and verbal information received to ensure that confidentiality is maintained.
  5. contribute to a supportive working environment through being aware of the needs of others within the context of an open plan office.
  6. adhere to the principles of providing for children in a way that enables their needs to be met, so that they achieve positive outcomes and are provided for in a way that represents value for money

## **Work Environment:**

The post will be based in an open plan office environment which requires 'hot-desking' and flexible working arrangements in line with Council policy.

The post will involve visits to schools and meetings held at different venues in and outside the borough, on a daily basis.

The post involves casework, consultation and training.

## **Technical Knowledge and Experience:**

### **Qualifications**

#### Essential

Qualified Teacher Status and  
Additional Qualified Teacher of the Deaf Status

- BSL stage 2 or willingness to undertake training
- Experience of working and providing specialist support as an advisory teacher in a variety of settings to deaf children and young people
- Confidence in the use and maintenance of amplification equipment

### **Knowledge**

#### Essential

- Knowledge and experience of current educational issues with particular reference to deaf children and young people
- Understanding of the importance of parental involvement in the education of children and young people
- A detailed knowledge and understanding of the legislation relating to Special Educational Needs and Disabilities.
- Knowledge and understanding of the development of deaf children and young people from 0 – 25 years of age.

## **Skills**

- Willingness to work across all phases of education with the possible inclusion of special schools and pre-school children and their families.
- Willingness to work flexibly and independently within the requirements of a demand driven service.
- Good organisational ability including time management.
- Ability to use a range of information and communication technology effectively and a willingness to develop them further.
- Ability to organise and deliver INSET to a variety of audiences.
- Commitment to Equal Opportunities, Health and Safety Guidelines, Customer Care and Environmental Awareness in service delivery.
- Excellent verbal and written communication skills which should include the ability to provide clear and unambiguous information.
- To maintain reports on each allocated pupil and submit to the line manager prior to circulation.
- Good interpersonal skills, with evidence of experience of communicating complex information to a wide range of people, working collaboratively with others and with skills in resolving conflict.
- A professional manner and appearance.
- Willingness and ability to work as part of a team.
- To maintain own professional development and keep up to date with current, local and national trends through attendance at appropriate INSET and professional meetings.

## **Experience (in two or more of the following)**

- Successful work with parents / carers
- Experience of working and providing specialist support as an advisory teacher in a variety of settings to deaf children and young people
- Work in schools, in Health or in the Voluntary Sector relating to special educational needs /disabilities
- Work with ICT systems and the analysis of data.

## **Camden Core Behaviours (refer to Behaviours Framework on Camden website):**

Adaptability	Level 3
Customer service	Level 3
Drive improvement	Level 3
Working together	Level 3

**Camden Additional Behaviours – identify one or two relevant additional behaviours with the appropriate level for this role:**

Analysis and Judgement    Level 3  
Building Support            Level 3  
Confidence and Resilience    Level 3

**Structure Chart:**

