

Kent County Council

Specialist Teaching and Learning Service (STLS) Physical and Sensory Service

Job Description: **SPECIALIST TEACHER – SENSORY IMPAIRMENT**

Directorate:	Children, Young People and Education
Grade:	Main/Upper Pay Range plus maximum SEN Range
Responsible to:	Area Coordinator and HI, VI or MSI Coordinators
Accountable to:	Head of STLS Physical and Sensory Service

The STLS Physical and Sensory Service are employed by Kent County Council (KCC) to support learners with Sensory impairment across Kent.

Purpose of the Job:

The STLS Sensory Service works to champion inclusive education, to enable children and young people to achieve the best possible outcomes and to improve attainment and promote independence for children and young people with sensory impairment.

All specialist teachers for sensory impairment will have a specialism in one or more areas of need: Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), and will work across all phases of education from 0-19/24.

Main duties and responsibilities:

1. Provide high quality, highly specialist information, intervention, and peripatetic support for children and young people with sensory impairment.
2. Actively promote the development of an ethos that supports independence and resilience in children and young people with sensory impairment.
3. Provide specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with sensory impairment supporting the delivery of and access to the National Curriculum and other appropriate approaches to learning.
4. Improve school and setting practitioner's capacity to raise achievement and attainment of children and young people and overcome the barriers to learning of children and young people with sensory impairment by modelling good practice and developing training, particularly at points of transition.

5. To liaise closely with a range of specialist providers to promote seamless working between all parts of the county wide resource.
6. Develop and deliver sensory training to the children and young people's workforce to promote inclusive practice and knowledge of Special Educational Needs and/or Disability.
7. Work in partnership with families to support the development and achievement of children and young people with sensory impairment and reduce barriers to learning.
8. Meet the requirements of the SEND Code of Practice by providing specialist assessments and observations in order to inform appropriate learning outcomes with supporting strategies for individual children and young people with sensory impairment.
9. Support multi agency planning and decision making, including the provision of specialist advice for statutory assessments.
10. Promote opportunities for children and young people together with their parents or carers to be actively involved in decision-making.
11. Assess and monitor progress, maintain records of interventions and write reports to share recent and relevant information with service users.
12. Utilise specialist data with robust ICT skills to identify strengths and weaknesses and make recommendations to inform the development of service delivery.
13. Maintain strong links with other professional staff to provide coherent and consistent multi-professional interventions for children and young people.
14. Undertake continuous professional learning and research to enable the postholder to maintain and develop specialist skills, knowledge and expertise in sensory impairment in line with Teachers' Standards.
15. Maintain specialist skills to ensure appropriate use of specialist equipment and technology to support learning.
16. Participate proactively and effectively in professional supervision and the performance appraisal processes used by the STLS Physical and Sensory Service.
17. To undertake any duties and tasks necessary to fulfil the business needs of the STLS Physical and Sensory Service as directed by the Head of Service and Coordinators.

Signed (Job Holder) _____ Date _____

Signed (Line manager) _____ Date _____

This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade/post.

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Person Specification: **SPECIALIST TEACHER – SENSORY IMPAIRMENT**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	• Qualified Teacher Status • Mandatory Qualification for HI, VI or MSI
EXPERIENCE	• Demonstrable high quality recent and sustained teaching experience in a range of educational settings • Demonstrable experience of designing and delivering high quality INSET to a range of audiences • Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working • Demonstrable experience of initiating, managing and working within a changing environment
SKILLS AND ABILITIES	• Demonstrable evidence of participating in continuous professional development and applying this within the specialist area of sensory work • Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict • Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams • Ability to model high professional standards in all aspects of work • Confidence and competence in the use of ICT particularly Microsoft Office applications • Ability and willingness to travel to meet requirements of the role
KNOWLEDGE	• Specialist knowledge of the impact of sensory impairment on access to the curriculum in mainstream settings and schools. • Demonstrable evidence of continuing to develop skills and knowledge and current educational research and literature linked to a specialist area of sensory impairment
BEHAVIOURS	• Can do approach and attitude • Respect for diversity • Commitment to equalities and inclusion • Commitment to safeguarding children and young people
KENT VALUES AND CULTURAL	Kent Values:

ATTRIBUTES	• We are brave. We do the right thing, we accept and offer challenge • We are curious to innovate and improve • We are compassionate, understanding and respectful to all • We are strong together by sharing knowledge • We are all responsible for the difference we make Our values enable us to build a culture that is: Flexible/agile - willing to take (calculated) risks and want people that are flexible and agile Curious - constantly learning and evolving Compassionate and Inclusive - compassionate, understanding and respectful to all Working Together - building and delivering for the best interests of Kent Empowering - Our people take accountability for their decisions and actions Externally Focused - Residents, families and communities at the heart of decision making (If this document is being used for recruitment purposes, examples of Behaviours which support the Kent Values will need to be demonstrated within the context of this post)
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