

## Job description

Job title: Advisory Teacher for CYP with Hearing Impairment (Standard)  
Grade: Up To 2 SEN  
Job family: Education and Youth

### Purpose and impact

1. To work in a peripatetic capacity supporting children and young people (CYP) with hearing impairment from diagnosis to post 16 years.

### Key responsibilities

2. To provide specialist support, advice and training to schools and settings on the educational management of CYP with hearing impairment.
3. To give guidance and support to the families of CYP with hearing impairment including those under statutory school age.
4. To advise on the need for and management of specialist equipment.
5. Having responsibility for a caseload of pupils with varying degrees of hearing impairment which may include profoundly deaf children and children with complex additional needs.
6. Advising SENCOs/INCOs and school staff on the educational management of children and young people (CYP) with hearing impairment in schools and educational settings undertaking individual teaching support work according to need.
7. Advising on the need for specialist equipment and resource provision and of its management and use in the home or educational environment.
8. Creating individual support programmes, monitoring outcomes and maintaining records of progress.
9. Supervising the allocation and maintenance of specialist equipment and materials for individual CYP with hearing impairment, in relation to caseload.
10. Supporting children and families who have elected to use a natural aural approach or, supporting children and families who have elected to use sign language as the primary mode of communication. This can be negotiated and determined in line with teacher expertise and caseload requirements.
11. Advising the Principal Advisory Teacher on changing patterns of need.
12. Liaising with professional staff within the Children's Services and voluntary organisations in promoting the management needs of CYP with hearing impairment.
13. Monitoring and assessment of children's progress through agreed Service measures.
14. Contributing to appropriate target setting processes via IEPs and other service wide target setting procedures.



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15. Contributing to assessment procedures, (statutory and non-statutory) and providing advice on appropriate provision for CYP with hearing impairment

16. Contributing to the training of SENCOs/INCOs, Teachers and Teaching Assistants and to programmes of awareness raising in educational settings.

17. Contributing to the professional development of colleagues through mutual support and the sharing of information.

18. Maintaining a daily record of visits made including the chronology and any mileage undertaken.

19. Maintaining a daily time recording log.

20. Carrying out routine checks on the performance of hearing aids and radio aid systems via electroacoustic analysis and listening tests.

21. Undertaking (on occasion) the assessment of children's hearing and listening skills through audiometry.

22. The willingness to work flexibly as part of a team which, exceptionally, could mean time spent in a mainstream school where there is a teaching resource base for CYP with hearing impairment.

23. Participating in statutory Performance Management procedures including continuing professional development.

24. Undertaking any duty required by the Head of Service which is not mentioned above, and which is reasonable and consistent with the professional responsibilities of an Advisory Teacher for children and young people with hearing impairment.

25. The need to act as Keyworker or Lead Professional in cases where this is deemed necessary, in line with current Early Support guidance.

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

The full range of professional duties that may be required of a teacher are set out in the School Teachers Pay and Conditions Document.

### Supervision and management

26. The Principal Advisory Teacher HSS will be responsible for Supervision and Performance Management.

## Other factors

27. Responsibility for the management of specialist equipment, teaching materials and resources relevant to the post.

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28. The job is of a peripatetic nature. The post holder will be expected to work in schools and other educational settings, homes and office bases.

29. The skills to communicate effectively with children and young people, parents, school staff and other professionals.

30. The ability to establish a positive and motivating relationships with pupils, parents and school staff.

31. As this post is working with children DBS Enhanced Disclosure will be required.

32. There is a need to carry equipment appropriate to the job and follow service guidelines on working conditions.

33. Progression as appropriate through the performance management process.

## Our behaviours

Dorset Council has developed and embedded a set of behaviours that will form part of everything you do and you will need to be able to demonstrate them through the way you work, regardless of your role or grade within the organisation.

Full details can be found on the job website under '[Working for Dorset Council](#)'.

## Person specification

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

## Essential

Essential criteria are the minimum requirement for the above post.



<b>Qualifications/ training/registrations</b>	
Required by law, and/or essential to the performance of the role	
1. Qualified Teacher Status	
2. Qualified Teacher of the Deaf (or teacher of the deaf in training)	
<b>Experience</b>	
3. Experience of working with CYP with hearing impairment from diagnosis to school leaving age.	
4. Experience of working closely with cochlear implant services, CYP and families pre and post implantation.	
5. Experience of working with CYP with hearing impairment who have complex needs.	
<b>Skills, abilities &amp; knowledge</b>	
6. An enthusiastic approach to the inclusion of children and young people (CYP) with hearing impairment in mainstream settings.	
7. A sound understanding of the principles of a natural aural approach and experience in developing, monitoring and recording the spoken language with hearing impairment.	
8. Knowledge of monitoring and assessment procedures in working with CYP with hearing impairment.	
9. Sound Audiological knowledge and experience of the management of hearing aids, cochlear implant processors and radio aids.	
10. Excellent interpersonal skills	
11. A good team player	
12. Adaptability and flexibility as caseloads and demands change.	
13. Ability to establish positive and motivating relationships with pupils and school staff.	
14. An Ability to communicate effectively with CYP, parents, staff and other professionals.	
<b>Behaviours</b>	
15. <a href="#">Responsibility</a>	
16. <a href="#">Respect</a>	
17. <a href="#">Recognition</a>	
18. <a href="#">One Team: Collaboration</a>	
<b>Other</b>	
19. Ability to follow policies and procedures	
20. Awareness of safeguarding procedures	
21. Full driving licence and available vehicle	

## Desirable

Desirable criteria will be used in the event of a large number of applicants meeting the minimum essential requirements.

<b>Qualifications/ training/registrations</b>	
22. BSL Level 1	
<b>Experience</b>	
23. Experience of working with newly diagnosed babies and their families.	

24. Knowledge and experience in the use of the early support monitoring protocol for deaf babies and children (0-3)
25. Unit /Resource base or school for the deaf experience.
<b>Skills, abilities &amp; knowledge</b>
26. Competency in using a range of ICT skills

Approval			
Manager	Ursula Murley	Date	Updated May 2022

