Valence School

Sensory Service

Job Description: **COUNTY COORDINATOR FOR HEARING IMPAIRMENT OR VISUAL IMPAIRMENT & MSI/DEAFBLINDNESS**

Grade:	**MPR/UPR + 2 SEN + TLR 2c**
Responsible to:	**Head of Sensory Service**
Accountable to:	**Principal Valence School**

The STLS Sensory Service is part of the Specialist Teaching and Learning Services employed by Valence School. The team delivers sensory support across the county and operates from 14 different bases.

Purpose of the Job

- To ensure the best possible outcomes for children and young people with Hearing Impairment or Visual Impairment, including Multisensory Impairment / Deafblindness, aged 0 – 19/24.
- To work across the county to promote excellence in HI or VI/MSI practice and to provide specific professional expertise, quality assurance and monitoring for sensory impairment.
- To ensure the equitable provision of specialist services for children and young people with sensory impairment including the allocation of work for specialist teachers.
- To lead or make a major contribution to specific county-wide projects and initiatives for sensory impairment.
- Providing local management for specialist teachers for sensory impairment and sensory specialist staff within an area of Kent and promote excellence in Sensory Impairment practice.
- Providing specialist expertise, quality assurance and monitoring of specialist interventions for sensory impairment within an area of Kent.

Main duties and responsibilities:

1. Assist the Head of Sensory Service and the Principal Valence School in developing, implementing and monitoring initiatives for children and young people (0-19/24) with sensory impairment.

2. Provide highly specialist teaching expertise and advice to improve the quality of teaching and learning for children and young people with sensory impairment, and support the delivery of and access to the National Curriculum and other appropriate approaches to learning.

3. Provide professional leadership and supervision to support specialist staff for sensory impairment including undertaking complex case management and the provision of advice to inform county processes.

4. Manage and lead a team of specialist teachers for sensory impairment and sensory specialist staff within an area.

5. Lead the development of county approaches and strategies to meet the needs of children and young people with sensory impairment focusing on their contribution to attainment, achievement and progress.

6. Improve 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 modeling good practice and developing training, particularly at points of transition.

7. Support performance appraisal and supervision of an area team of specialist teachers for sensory impairment and sensory specialist staff.

8. Maintain records of intervention and provide monitoring and evaluation of interventions and support for children and young people with sensory impairment.

9. Contribute to the interpretation of data for children and young people with sensory impairment.

10. Support schools and settings to meet the requirements of the Code of Practice and Kent's Mainstream Core Standards, by providing specialist assessments and observations in order to inform appropriate learning objectives, targets and strategies for individual children and young people.

11. Develop robust links with other professional staff and voluntary organisations to provide coherent and consistent multi-professional/multi-agency interventions including liaising closely with expertise within mainstream specialist provision and special schools to promote seamless working between all parts of the county wide resource.

12. Develop, deliver and monitor a countywide approach to training to the children and young people's workforce in a range of educational settings to promote inclusive practice and knowledge of sensory impairment.

13. Work in partnership with families, and a range of educational settings to promote and facilitate the development of inclusive practices and promote the development of independence and resilience in CYP with sensory impairment.

14. Promote opportunities for children and young people to be actively involved in decisions affecting them.

15. Promote the involvement of parents and carers in decisions and interventions involving their children and young people.

16. Use ICT as a tool for communication, record keeping and managing information and ensure appropriate use of specialist equipment and technology to support learning.

17. Participate actively and effectively in professional supervision and performance management processes and develop personal competencies in line with national Quality Standards for SEN and Outreach Services.

18. Undertake continuous professional development, updating personal specialist teaching knowledge, skills and expertise in order to raise the standard of children and young people's achievement.

19. Develop personal competencies in line with National SEN Standards, National Standards for SEN Outreach Services, and the Teachers Standards (2012).

The deployment of the post holder will be on a County-wide basis.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.

Valence School

Sensory Service

Person Specification: **COUNTY COORDINATOR FOR HEARING IMPAIRMENT OR VISUAL IMPAIRMENT & MSI/DEAFBLINDNESS**

The following outlines the Minimum criteria for this post.
Applicants who have a disability and who meet the minimum criteria will be shortlisted.
Applicants should describe in their application how they meet these criteria.

	MINIMUM
QUALIFICATIONS	• The post holder must have Qualified Teacher Status • The post holder must have a Mandatory Qualification for Hearing Impairment or Visual Impairment
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 • Experience of contributing to projects and initiatives • Experience of contributing to integrated working practices • Experience of monitoring and evaluating activities • Demonstrable experience of initiating, managing and working within a changing environment • Experience of managing staff
SKILLS AND ABILITIES	• Demonstrable evidence of participating in continuous professional development and applying this within the specialist area/s of 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 • The ability to resolve conflict, facilitate meetings, contribute a clear vision to working partnerships and be an agent of change • Ability and willingness to travel to meet requirements of the role

KNOWLEDGE	• An understanding of legislation, guidance, processes and strategies about SEND, social inclusion, equality and diversity in relation to sensory impairment • Highly specialist knowledge of the impact of specific SEND on access to the curriculum in mainstream settings and schools • Evidence of an ongoing commitment to CPD and applying this within this specialist area.
PERSONAL CHARACTERISTICS	• Commitment to equalities and a respect for diversity • Can do approach and attitude