



## Valence School

### A Foundation Specialist School

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

---

<b>Grade:</b>	<b>Main/Upper Pay Range (+ 1 or 2 SEN points)</b>
<b>Responsible to:</b>	<b>Area Coordinator and County Coordinator</b>
<b>Accountable to:</b>	<b>Head of Sensory Service and Principal Valence School</b>

#### **Purpose of the Job:**

- **To ensure the best possible outcomes for children and young people with sensory impairment aged 0 – 19/24 by working collaboratively with professionals in statutory and non statutory organisations**
- 

All specialist teachers will have a specialism in one or more areas of need: Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI), and will work across one or more phases of education: 0-5 Foundation Stage (including children attending pre-school settings) , 5-11 KS 1&2, 11-19/24 KS3&4 and Post 16 in schools.

#### **Main duties and responsibilities:**

1. 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.
2. 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.
3. Provide high quality, highly specialist information, intervention and support for children and young people with sensory impairment.
4. Actively promote the development of an ethos that supports independence and resilience in children and young people with sensory impairment.
5. To liaise closely with expertise within district special provision to promote seamless working between all parts of the county wide resource.

6. Develop and deliver training to the children and young people's workforce in a range of educational settings to promote inclusive practice and knowledge of Special Educational Needs and/or Disability.
7. Work in partnership with families, and a range of educational settings to promote and facilitate the development of inclusive practices in order to raise the attainment and achievement of children and young people (0-19/24) with sensory impairment.
8. 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 and inform county decision making.
9. Support multi agency planning and decision making fora, taking on the role of lead professional, where appropriate.
10. Promote opportunities for children and young people to be actively involved in decisions affecting them.
11. Promote the involvement of parents and carers in decisions and interventions involving their children.
12. To champion inclusive education, attainment and achievement at a local level.
13. Maintain records of interventions including appropriate assessment activities, support strategies and their delivery in line with service standards.
14. Utilise data to identify strengths and weaknesses and make recommendations to facilitate setting / school improvement.
15. Contribute to the monitoring of children and young people's achievement and attainment and keep records to inform the Impulse database.
16. Use ICT as a tool for communication, record keeping and managing information.
17. Develop robust links with other professional staff to provide coherent and consistent multi-professional interventions for children and young people, particularly through integrated working.
18. Undertake continuous professional development to enable the postholder to maintain and develop specialist skills, knowledge and expertise in line with Teachers' Standards (September 2012).
19. Ensure appropriate use of specialist equipment and technology to support learning.
20. Participate proactively and effectively in professional supervision and performance management processes.

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 of post.



## Valence School

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

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.

	<b>MINIMUM</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Mandatory Qualification for HI, VI or MSI</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Demonstrable high quality recent and sustained teaching experience in a range of educational settings</li> <li>• Demonstrable experience of designing and delivering high quality INSET to a range of audiences</li> <li>• Ability to demonstrate successful sustained experience of working collaboratively with teaching and non-teaching staff, parents/carers and other professionals through integrated working</li> <li>• Demonstrable experience of initiating, managing and working within a changing environment</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of participating in continuous professional development and applying this within the specialist area of sensory work</li> <li>• Strong interpersonal and communication skills to build and maintain effective working relationships with a wide range of professionals and an ability to resolve conflict</li> <li>• Ability to contribute an enthusiastic and clear vision for collaborative working in multi-disciplinary teams</li> <li>• Ability to model high professional standards in all aspects of work</li> <li>• Confidence and competence in the use of ICT particularly Microsoft Office applications</li> <li>• Ability and willingness to travel to meet requirements of the role</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Specialist knowledge of the impact of sensory impairment on access to the curriculum in mainstream settings and schools.</li> <li>• Demonstrable evidence of continuing to develop skills and knowledge and current educational research and literature linked to a specialist area of sensory impairment</li> </ul>

<b>BEHAVIOURS</b>	<ul style="list-style-type: none"><li>• Commitment to equalities and a respect for diversity</li><li>• “Can Do” approach</li><li>• Team working and co-operation</li></ul>
-------------------	--