

# Physical & Sensory Support

## FHE16+ Team (Post 16)

### Advisory Teacher for Deaf Students – Post 16

#### Job profile

|                            |   |
|----------------------------|---|
| <b>Job Title</b>           | Advisory teacher for deaf students - Post 16<br>0.6 = 3 days per week. Term time.   |
| <b>Reports to</b>          | Professional Lead for PSS FHE16+ (Post 16)  |
| <b>Purpose of the role</b> | <p>To support access and equality of opportunity for post-16 deaf students through managing and prioritising an assigned caseload in further and higher educational settings across Surrey.</p> <p>To support Surrey educational settings in meeting the needs of post-16 deaf students including those with additional learning requirements, and contributing to developments in disability across the local authority.</p> |
| <b>Base</b>                | Negotiable – Weybridge / Woking / Reigate   |
| <b>Accountable to</b>      | James Fitzgerald – Professional Lead<br>Physical & Sensory Support: FHE 16+ team (Post 16)  |
| <b>Salary</b>              | Main Pay Range / Upper Pay Range (Fringe) + SEN allowance (level dependent on whether or not the successful candidate holds the mandatory qualification)  |

**NB: the term 'deaf' here includes those who are Deaf (BSL-users), deaf or hard-of hearing**

#### Principle accountabilities

The following describes many but not all of the tasks that fall within this role:

- To implement all Service policies, working practice guidelines and quality standards relating to post-16 deaf students.
- To provide information, support and advice to college and university staff and other professionals to ensure effective and accessible learning experiences for post-16 deaf students.

- To assess deaf students in order to advise on support and access arrangements and requirements.
- To monitor the progress and support requirements of post-16 deaf students in further and higher education by tracking attainment and effective use of in-class and tutorial support.
- To develop and deliver high quality INSET for staff in colleges/universities to support education access and academic achievement.
- To provide in-class support as appropriate and required to students who are deaf. This support would be through notetaking or sign support (if appropriate and at BSL level 3 minimum).
- To provide 1:1 tutorials with deaf students - both in FE settings, and in the SSP role (Specialist Support Professional) in Higher Education (university) for students receiving DSA-funded support.
- To support and advise young people and other professionals on transition from school to FE college or university education settings.
- To contribute to the management of education for deaf students through liaison with staff in further and higher education settings and with other professionals to develop and support best practice, resources and opportunities.
- To provide line management to student support workers (SSWs) in the FHE16+ team and contribute to delivering continuing professional development.
- To manage the in-class specialist support requirements of deaf students, assisting in the timetabling of suitable FHE 16+ support workers to students according to their course timetables.
- To be responsible for the monitoring and controlling of equipment and resources at base and in relation to the caseload.
- To monitor and evaluate the effectiveness of curriculum access arrangements for post-16 deaf students by monitoring their experience and progress.
- To advise on the support and access needs of deaf students in relation to their EHCPs and Disability Needs Assessments.
- To adhere to Service policies and guidelines to ensure that effective administration requirements are fulfilled.
- To ensure that specialist knowledge, and education practice are maintained and developed.

## Context

This role will fall under the terms and conditions of employment for teachers. There will be an allocated base for the person taking up the role (the post-holder) but the majority of the time will be spent in delivering a service to post-16 deaf students, and their further and higher education settings across Surrey. In order to deliver an effective service on behalf of the Local Authority to deaf students, the post-holder will require skills that show an enhanced level of verbal and written communication as well as skills in British Sign Language; that show strong case management; that show a high degree of specialist knowledge. The post-holder will be required to work in accordance with, monitor and review policies, practice guidelines and quality standards relating to post-16 deaf students, and to ensure that relevant best practice and information is disseminated as required. The post-holder will manage a complex array of issues and needs and will be expected to operate in a collegiate and respectful manner at all levels. The post-holder will be expected to subscribe to and promote the values associated with the Inclusion & Additional Needs Service (a team within the Children, Families and Life-long Learning Directorate).

## Person Specification

|   |
|---|
| <b>Qualifications:</b>  |
| Graduate - Higher Education: degree or diploma and Qualified Teacher Status.  |
| Mandatory Qualification (MQ) in teaching deaf / hearing impaired children / young people <b>or willingness to undertake</b> a course of study for the MQToD qualification. Completion of the course is required within 3 years of filling the position. |
| British Sign Language level 1 minimum upon application. Preferred: level 2 / 3 competency to be able to communicate with deaf students who use BSL.   |
| <b>Knowledge required:</b>  |
| Detailed, contemporary knowledge and understanding of the nature of deafness and its impact on social, emotional, cognitive, language and behavioural development.  |
| Detailed knowledge of the importance technology has in enhancing access to the curriculum and social environment.   |
| Detailed, contemporary knowledge and understanding of the statutory framework for education, particularly in relation to SEND, the Equalities Act 2010, and the Inclusion Agenda.   |

|   |
|---|
|   |
| <b>Skills and Abilities</b>   |
| <i>Is able to:</i>  |
| Communicate effectively in writing and face-to-face with post-16 students, families, and a range of professional colleagues.  |
| Make and implement difficult and challenging decisions in a consensual manner.  |
| Use all MS Office applications including Outlook calendars, Excel as well as local electronic databases.  |
| Be flexible and adaptable   |
| Prioritise and plan to make effective and efficient use of time and resources   |
| Coordinate and plan bespoke INSET packages.   |
| Represent and promote the Local Authority, the Inclusion & Additional Needs Service and PSS at a local, regional and national level when required.  |
| Travel across the LA (Surrey) to meet the requirements of the service.  |
| <b>Relevant Experience:</b>   |
| Significant experience working with children/students with deafness/hearing impairment.   |
| Evidence of continuing professional development (CPD) and skill enhancement.  |
| <b>Personal characteristics:</b>  |
| Has a positive outlook that celebrates success, builds on a framework of good practice, seeks constructive solutions to problems and a willingness to accept accountability for the management of risk. |
| Enjoys working as a member of a strong team with the aim of improving outcomes and education access for post-16 deaf students in further and/or higher education.                                       |
| <b>Other requirements:</b>  |
| A car with insurance for business use and a valid driver's licence.   |