



Valence School

A Foundation Specialist School

Job Description: **SPECIALIST TEACHER – SENSORY IMPAIRMENT (TRAINING POST)**

Grade:	Main/Upper Pay Range (+ 1 SEN points)¹
Responsible to:	HI or VI Coordinators and Head of Sensory Service
Accountable to:	Principal Valence School

The STLS Sensory Service are part of the Specialist Teaching and Learning Services employed by Valence School. The team is commissioned by Kent County Council to deliver sensory support across the county and operates from 15 different bases.

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.

Specialist Teachers – Sensory Impairment (Training Post) will access funding to undertake and complete the Mandatory Qualification in Hearing Impairment (HI), Visual Impairment (VI) or Multi-Sensory Impairment (MSI), to be completed within three years of taking up the post.

The post holder will abide by the document “Granting Financial Assistance for Study Purposes”.

It is expected that the training period will be less than three years. Post holders will have the opportunity to apply for permanent posts within the Sensory Service, which are paid at SEN 2 for teachers with a Mandatory Qualification.

Whilst gaining experience post holders will provide specialist interventions under the supervision of Teachers with Mandatory Qualifications for Sensory Impairment. This will be delivered across districts within Kent and across one or more phases of education from 0-19/24.

¹ SEN 1 = the minimum SEN allowance on the SEN Range.
SEN 2 = the maximum SEN allowance on the SEN Range.

Main duties and responsibilities:

The post holder will gain experience to provide the following:

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 modeling good practice and developing training, particularly at points of transition.
5. To liaise closely with a range of specialist providers, such as STLS District Teams and Specialist Resource Provisions for HI and VI, 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. Monitor progress, maintain records of interventions and write reports including the provision appropriate specialist assessment activities, support strategies and their delivery in line with the STLS Sensory - Service Level Agreement.
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 (September 2012).
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 Sensory Service.

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 (TRAINING POST)**

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	<ul style="list-style-type: none"> • QTS
EXPERIENCE	<ul style="list-style-type: none"> • Demonstrable high quality recent and sustained teaching experience in a range of educational settings • Experience of working children, young people or adults with sensory impairment • 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 working in a flexibility and changing environment
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Demonstrable evidence of participating in continuous professional development and applying this to improve outcomes for children and young people • 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	<ul style="list-style-type: none"> • Specialist knowledge of the impact of SEND on access to the curriculum in mainstream settings and schools • Knowledge of the impact of sensory impairment on access to the curriculum, communication, information and the development of independence • Demonstrable evidence of continuing to develop skills and knowledge and knowledge of current educational research
BEHAVIOURS	<ul style="list-style-type: none"> • Commitment to equalities and a respect for diversity • “Can Do” approach • Team working and co-operation

