



## Cumberland Council

### Post Specification

<b>Date</b>	<b>January 2026</b>
<b>Post Group Number</b>	<b>TEA0002</b>
<b>Post Title</b>	<b>Specialist Advisory Teacher for Deaf and Hearing Impaired children and young people.</b>
<b>Job Family</b>	
<b>Job Family Role Profile</b>	
<b>Final Grade</b>	<b>Teachers Main scale +SEN2 +UPS</b>

#### Service Area description

##### Purpose of this post

To provide a service in line with teachers' pay and conditions for centrally employed teachers as follows:

1. Provide direct advice and support to setting staff on how to deliver meaningful teaching and learning opportunities to Deaf and Hearing Impaired children and young people, this may include direct teaching, modelling of approaches, training, or consultation.
2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils on caseload, in line with Local Authority policies and procedures, and national expectations, for Deaf and Hearing Impaired children and young people.
3. Evaluate the effectiveness of interventions to increase knowledge of evidenced based practice which results in positive outcomes.
4. Be conversant with exam access and within school assessment arrangements to be able to advise school staff on reasonable adjustments for children and young people on own caseload.
5. Contribute to the development, implementation and evaluation of the Local Authority practices and procedures in such a way as to support its values and vision. This includes evaluation and quality assurance activities.
6. Work with other professionals in a multi-agency approach, by bringing your expertise and knowledge from your specialism to provide a holistic approach and co-ordinated outcomes for children and young people.
7. Provide reasonable cover for absent colleagues as requested by the Lead Teacher.
8. Contribute to the professional development of ECTs and experienced teaching staff to enable an increased understanding Deaf and Hearing Impaired children and young people's needs leading to inclusion.
9. Be responsible for resources under your care.
10. Take part in case supervision and appraisal activities, including offering own reports for audit, learning walks, observations of practice. Meet regularly with your Lead Teacher for case management and wellbeing needs.
11. Take part in relevant training opportunities to enhance own knowledge and that of colleagues, not only in your specialism but across the practice of special educational needs.

## Key job specific accountabilities

- As a centrally employed teacher of the Council, to provide both support and challenge to settings in meeting national and local agendas relating to Deaf and Hearing Impaired children and young people.
- To provide advice and guidance to families of babies newly diagnosed with permanent childhood deafness. This will include home visits.
- To liaise closely with health and 3<sup>rd</sup> sector colleagues in supporting the needs of Deaf and Hearing Impaired children and young people.
- To maintain accurate records of involvement.
- To meet statutory time frames for Educational Health and Care plan reports.
- The post holder is accountable to and managed by the Sensory Impairment Lead.

Please note annual targets will be discussed during the appraisal process

## Key facts and figures of the post

### Budget Responsibilities

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### Staff Management Responsibilities

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### Other

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## Essential Criteria - Qualifications, knowledge, experience and expertise

No		ESSENTIAL	DESIRABLE
1.	<b>Qualifications/ Training Competencies</b>	<ul style="list-style-type: none"> <li>• DfE recognised teaching qualification.</li> <li>• Additional qualification in teaching children who are Deaf/Hearing Impaired (MQTOD) or a willingness to gain qualification within two years of appointment.</li> <li>• Evidence of further study and professional development in SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• QTOD qualification (MQTOD)</li> <li>• BSL level 1 or above</li> </ul>
2.	<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• A minimum of one year successful teaching experience of children and young people with SEND, including teaching children and young people ideally with hearing impairment/sensory needs across a range of different ages and ability.</li> <li>• Experience of effective Multi-Agency working e.g. County Psychological Services, SEND, Social Care Colleagues and Health.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading on initiatives to improve outcomes for children and young people</li> <li>• Evidence of successfully working with deaf/hearing impaired CYP with language difficulties; those with additional needs; a range of communication methods and audiological equipment</li> </ul>

			<ul style="list-style-type: none"> <li>• A range of experience of using specific assessment tools for children and young people who are Deaf/HI</li> <li>• Experience of effective working with the voluntary sector.</li> </ul>	
3.	<b>Knowledge</b>	<p>A knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• SEND Code of Practice (DfE 2015)</li> <li>• Safeguarding practice and procedure</li> <li>• Equality Act (2010)</li> </ul> <p>Good understanding of:</p> <ul style="list-style-type: none"> <li>▪ The theoretical background of Deafness and it's impact on language learning and child development.</li> <li>▪ Approaches and strategies to support DHI children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• A keen interest and enthusiasm to keep up to date with current and relevant developments in SEND and the field of DHI.</li> <li>• A knowledge and understanding of the use and application of DHI equipment / resources.</li> <li>• A good knowledge and understanding of local policies and procedures relating to SEND.</li> </ul>	
4.	<b>Skills/Ability</b>	<ul style="list-style-type: none"> <li>• Excellent communication and negotiation skills</li> <li>• Working as part of a team</li> <li>• Ability to prioritise / meet deadlines and have excellent time management skills</li> <li>• Understanding confidentiality and a willingness to follow following Cumberland procedures</li> <li>• Ability to develop and deliver high quality training packages</li> <li>• Ability to use IT</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate best working practice and increase the confidence of mainstream colleagues when working with DHI children and young people and actively promote inclusive practices in schools.</li> </ul>	
5.	<b>Personal Skills</b>	<p>To work as part of the wider Cumberland Council, you will be able to:</p> <ul style="list-style-type: none"> <li>• Work sensitively with vulnerable groups e.g. families following diagnosis.</li> <li>• Communicate in a clear and constructive way</li> </ul>	<p>To work as part of the wider County Council, you will need to be able to:</p> <p>Negotiate and deal with challenge.</p>	

		<ul style="list-style-type: none"> <li>• Act with honesty and respect for others</li> <li>• Demonstrate a positive and flexible attitude</li> <li>• Take responsibility for your actions</li> <li>• Show resilience and a good sense of humour.</li> <li>• Work with independence / on own initiative</li> </ul>	Build positive relationships with pupils, families and professionals.	
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### **Disclosure and Barring Service – DBS Checks**

- This post requires a DBS check.
- The level of check required is:
  - DBS Enhanced - Children & Adults

### **Other Factors**

- Ability and willingness to travel efficiently within and out of Cumberland as necessary.
- Willingness to work flexibly.