



Job Profile

Specialist Teacher -Multi Sensory Impairment

Group: Care, Wellbeing and Learning

Service: Learning and Schools- educationGateshead

Location: Dryden Centre

Line Manager: LINT Manager

Car User Status: N/A

Job Purpose

To work as a member of LINT in order to provide high quality and effective intervention for babies, children and young people aged 0-25 who have sensory impairment in partnership with parents/carers and families, schools/settings, and health and other external partners.

The key roles of this post will include:

1. To manage a caseload of babies, children and young people who have a need for assessment, teaching and intervention by a specialist teacher in line with the agreed arrangements for SENIT delivered services.
2. To carry out specialist individual assessments of appropriately referred children to identify and implement effective strategies for the removal of barriers to learning to maximise individual children and young people's achievement.
3. Inform, manage and develop the learning outcomes of babies, children and young people with a SEND by recommending specialist programmes and activities that match children and young people's needs and potential.
4. To plan, develop and provide specialist, individualised programmes/IEPs for babies, children and young people with a multi-sensory impairment, in collaboration with families, school staff and multi-professional contacts.
5. To provide educational advice when requested, to assist with the Education, Health and Care Planning process as part of SEND process.
6. To engage with the annual review process for individual children and young people with Education, Health and Care Plan and Care Plans in order to report on progress and effectiveness of intervention and inform future targets and strategies.
7. To ensure that schools and settings are challenged and supported to ensure high standards of inclusive practice for children with SEND and that effective teaching and learning strategies are promoted.
8. Inform, develop and enhance the practice of others in early years, schools and post-16 settings through specialist coaching and modelling and promoting improvement strategies in order to secure effective learning.



9. To provide training and development to Specialist Sensory Teaching Assistants in relation to their work with individual children and young people with MSI and to monitor and review the effectiveness of the interventions provided in order to ensure effective outcomes for children and young people.
10. To review progress and outcomes for babies, children and young people with SEND to demonstrate effectiveness and value for money.
11. To maintain all necessary records as directed by the LINT Manager to enable monitoring of quality, caseloads, delivery and outcomes and provide additional information as required for regional and national reporting and monitoring.
12. To provide training and development to families, schools, settings and other professionals to build their capacity to meet the needs of individual children and young people with SEND.
13. To maintain an up to date knowledge of national policy and developments in professional practice including attendance at specialist meetings in order to provide information and advice to the SENIT Managers.
14. To maintain effective internal and external relationships, including acting as Lead Practitioner where appropriate, to co-ordinate the requirements of children with SEND and their families.
15. Research, identify and source specialist resources to facilitate curriculum access and raise pupil achievement.
16. Assist in contributing to local, regional and national initiatives to identify 'best practice' in relation to SEND.
17. Work within a multi-agency framework to support inclusion and access in accordance with the relevant legislation, guidance and local policies.
18. Promote the effective use of ICT applications and specialist equipment to facilitate curriculum access for pupils with SEND.
19. Provide guidance and advice to young people with SEND in collaboration with appropriate agencies on further education/career opportunities.
20. Work within the agreed Quality Standards framework for MSI.
21. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
22. To conduct, as required, any other tasks deemed appropriate to the post.



Knowledge & Qualifications

Essential:

Knowledge

- In depth knowledge of the strategies and technologies used to remove barriers for babies, children and young people with multi-sensory impairment
- Knowledge of current SEND policy and practice especially as it affects teaching and learning within SEND educational provision
- Requirements for Safeguarding and Child Protection

Experience

- Experience of working with families and settings to support children and young people who have sensory impairment
- Experience of multi-agency working
- Delivery of staff development sessions/training/presentations

Qualifications

- Qualified Teacher Status
- Mandatory qualification for Deafblind, multisensory Impaired (MSI) (or be willing to work towards)
- A willingness to train and gain qualifications in communication systems i.e. BSL, Braille, on-body signing
- Full driving licence and have access to a car or mobility support

Desirable:

Knowledge

- Knowledge of LA structures, systems and procedures
- Training schools and other settings to support learners who have SEND
- Knowledge of CAF process and lead practitioner role.

Experience

- Experience of working across all age ranges from 0-25
- Experience of working as a Lead Practitioner
- Experience of working in mainstream and special provision

Qualifications

- BSL Level 2 qualification (or higher)
- Braille Grade 1 or higher



Competencies

Customer Focus	Puts the customer first and provides excellent service to both internal and external customers
Communication	Uses appropriate methods to express information in a clear and concise way to make sure people understand
Team Working	Works with others to achieve results and develop good working relationships
Making things happen	Takes responsibility for personal organisation and achieving results
Flexibility	Adapts to change and works effectively in a variety of situations
Learning and Development	Actively improves by developing and applying new skills and knowledge and learns from past experiences