THE CITY OF EDINBURGH COUNCIL

City of Edinburgh Council
Job Profile

POST: Team Leader (Principal Teacher) – Deaf Support
Location: Citywide
Service: Inclusion and Wellbeing :
Sensory and Complex Healthcare Needs Service

Section 1: Background Information

Service Manager: Lynsey Rosie
Address: East Neighbourhood Centre,
101 Niddrie Mains Road
EH16 4DS

Telephone: 0131 469 2830

Management Structure: 1 Service Manager, 3 Team Leaders (Deaf, Vision, and Complex Healthcare Needs)

Staffing structure - Deaf Support Team: 1FTE Team Leader, 7FTE teachers, 10FTE Communication Support Workers, 1FTE BSL Tutor.

Description of the Service:
The Sensory and Complex Needs Service is committed to supporting all City of Edinburgh council establishments to provide high quality inclusive educational experiences and improved outcomes for children and young people who are deaf, partially sighted/blind or are unable/require additional support to attend school due to ill health.

The Deaf Support Team is a peripatetic inclusive bilingual team whose aim is to enable, equip and empower deaf children to succeed. They do this by providing knowledge and expertise with regards to the impact of deafness on development and access to learning. This knowledge is then used to assess, plan and implement supports at Universal, Additional, Intensive and Targeted levels. This includes providing Deaf Awareness training and signposting appropriate resources, contributing to individual education planning as well as direct teaching/support to develop the skills and confidence to overcome barriers to learning. They work collaboratively with NHS and third sector partners to support babies, children and young people with a range of types and levels of hearing difference across the City of Edinburgh. They work with families at home, with staff in Early Years establishments, mainstream and Special schools to strengthen their capacity and confidence and ensure that the education provided allows children to be present, participating, achieving and supported.

Section 2: The Job Outline

PURPOSE OF THE JOB

As an experienced Qualified Teacher of Deaf Children and Young People the Team Leader will be responsible for leadership of the Deaf Support Team. They will advise and support teaching and support staff to ensure that, through their own practice and/or their partnership with establishments, high quality teaching and learning is delivered with the ultimate aim of maximising the inclusion, attainment and achievement of all deaf learners. They will be responsible for undertaking support and challenge roles within the team and, as appropriate, with educational establishments and other partners. These responsibilities may change over time to meet the developing needs of the service.

They will be expected to be forward thinking and innovative in terms of delivering the most appropriate service assessed to meet the needs of children and young people from birth to school leaving age across a range of settings.

The Team Leader will be an active member of the service management team who will contribute to the development, implementation and monitoring of effective teaching and learning policies, practice and procedures. There will be a need to remain aware of current theories and practice relating to effective teaching in and beyond the classroom and of developments in Deaf Education with an ability to ensure that appropriate implementation occurs as they focus on service, Council and National priorities.

The Team Leader will undertake the duties outlined for all teachers as set out in Annex B of 'A Teaching Profession for the 21st Century'. They will teach for a minimum of 7 hours per week.

MAJOR TASKS/JOB ACTIVITIES:

The Team Leader will undertake duties related to the following:

a) responsibility for the leadership, good management and strategic direction of the team

To support senior managers in the planning and strategic direction of deaf support

To oversee specified aspects of the service improvement plan for appropriate priority areas and be accountable for their progress.

To promote, develop and implement specific learning and teaching policies as required

To undertake a line management role for designated staff, as required

To take a lead role at identified CAT/in-service sessions, staff meetings and in working groups.

To be responsible for the professional review of staff, as required

To participate in the recruitment of staff, as required.

To manage specialist resources associated with deaf learners including a budget up to £5000

To manage off site groups and classes, e.g. BSL clubs, family groups and be responsible for health and safety/risk assessment considerations

b) curriculum development and quality assurance

To advise schools on how to develop/adapt the curriculum and monitor learning and teaching to ensure that the diverse needs of deaf pupils are met.

To work with senior managers in the service and in establishments to oversee the quality of arrangements for assessment, tracking and reporting for additional support needs as appropriate.

To ensure that specialist assessment and progress records are carefully analysed to identify areas of success or concern for individual and/or groups of children.

To allocate caseloads/ support and manage the associated systems and recording.

To contribute to the service's Quality Assurance processes.

c) the provision of advice, support and guidance to colleagues

To work with and advise colleagues in a professionally supportive and practical manner to ensure best practice in the classroom/other settings as required.

To ensure that colleagues are familiar with whole-service priorities, policies and improvement plan

To initiate professional discussion, as appropriate, relating to theory, practice and research information on teaching and learning strategies

To lead, plan, deliver and promote quality CLPL for education staff related to their area of specialism

d) working in partnership with colleagues, parents and other specialist agencies

To promote and implement effective links with educational establishments and other agency staff to ensure effective support

To work collaboratively with parents, partners and specialist agencies to provide early intervention and advice. Promoting the rights of the child, equalities and raising standards of inclusion, attainment and wider achievement for learners, reflecting the principles and practice of GIRFEC.

To be responsible for providing guidance and advice regarding pastoral care and pupil wellbeing for deaf learners in a range of settings.

To ensure that children and young people supported by the team experience effective transitions at all stages and achieve and sustain appropriate and positive post-school destinations.

Section 3: Any Special Requirements

The Team Leader will:

- be a Qualified Teacher of Deaf Children and Young People (QToD) e.g achieved PgDip Inclusive Education (Deaf Learners) SCQF 11 or equivalent
- hold a minimum of BSL Level 1 (SCQF 4) qualification with an ongoing commitment to work towards BSL Level 3 (SCQF 6).
- have extensive experience of working as a QToD and have commitment to/evidence of recent and relevant professional development in the area of Deaf Education.
- implement the use of HGIOSS (How Good Is Our Sensory Service) to quality assure the service provided.
- develop and utilise knowledge of community/third sector support for families of children who are deaf
- show commitment to implementing City of Edinburgh's BSL Plan.
- participate in local networks and collaborate through, and contribute to, regional and national networks related to their area of specialism.

ADDITIONAL INFORMATION / CONDITIONS

These posts are considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. From 28 February 2011, preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to a formal offer of employment being made by the City of Edinburgh Council.

LEAVE

In accordance with the Teachers Conditions of Service the City of Edinburgh Council applies the provisions set out in the Handbook to calculate leave entitlement for anyone joining the Council after the start of the academic year. This calculation will reflect the pro-rated leave entitlement to the end of the academic year.

For permanent teachers and instructors this will then be converted into the monetary value and an adjustment made to your salary will be averaged over the remaining academic salary pay periods. This amount will be notified to the successful candidate in their Statement of Particulars.

For temporary teachers and instructors the recalculation of leave will be carried out at the end of your temporary contract and any adjustment will be made to your final salary.
A similar recalculation of leave will also be made if you change your hours at any time after the start of the academic year.

EMPLOYEE SPECIFICATION: Team Leader (Principal Teacher)
Sensory and Complex Healthcare Needs Service

Council Core Competencies:

These Council Core Competencies apply to all positions: Being Customer/Client Focused Working Effectively with Others Managing Change Taking Ownership and Responsibility Communicating Effectively Planning and Decision Making
These Council Core Competencies apply to positions with responsibility for managing people or resources: Leading Others Managing Performance and Developing others Political Sensitivity

Principal Teacher	**Essential**	**Desirable**
Experience	Teaching pupils with a range of additional support needs. Leading /working with staff groups on curricular and support planning delivery. Contributing to service improvement processes including self-evaluation at an individual and school level. Creating and delivering training Working in partnership with parents and partner/external agencies. Support and challenge	Leadership/ management experience Undertaking Principal Teacher duties Supporting schools with accessibility Successful experience of contributing to school/departmental/service development planning and policy implementation

Knowledge, Skills and Understanding	Knowledge of current national and local authority guidelines; teaching and learning theory and practice; in particular meeting the needs of children and young people with significant and complex additional support needs. Ability to deal effectively with challenging situations involving pupils, parents or other members of staff. Knowledge of effective assessment, planning and reporting systems and their implementation Ability to motivate and lead a team Knowledge and understanding of current legislation and guidelines regarding ASN and Child Protection. Planning, organising and IT skills Ability to tailor education delivery and support to the specific needs of individual pupils, classes and groups Partnership working skills with the ability to communicate effectively and establish positive relationships with staff groups, pupils and their families; other key professional partner and external agencies on teaching and learning matters	Ability to provide leadership and develop leadership in others Evidence of effective management skills
Qualifications and Training	Full GTCS registration or eligibility	

Applicants should always check the Job Vacancy Summary for any specific employee specification requirements for the advertised vacancy.