

Job description

Job title: Advisory Teacher for CYP who are deaf
Grade: Up To 2 SEN
Job family: Education and Learning

Purpose and impact

1. To work in a peripatetic capacity supporting children and young people (CYP) who are deaf from diagnosis to post 16 years.

Key responsibilities

2. To provide specialist support, advice and training to schools and settings on the educational management of CYP who are deaf.
3. To give guidance and support to the families of CYP who are deaf including those under statutory school age.
4. To advise on the need for and management of specialist equipment.
5. Having responsibility for a caseload of pupils with varying degrees of hearing impairment which may include profoundly deaf children and children with complex additional needs.
6. Advising SENCOs/INCOs and school staff on the educational management of children and young people (CYP) who are deaf in schools and educational settings undertaking individual teaching support work according to need.
7. Advising on the need for specialist equipment and resource provision and of its management and use in the home or educational environment.
8. Creating individual support programmes, monitoring outcomes and maintaining records of progress.
9. Supervising the allocation and maintenance of specialist equipment and materials for individual CYP who are deaf, in relation to caseload.
10. Supporting children and families who have elected to use a natural aural approach or, supporting children and families who have elected to use sign language as the primary mode of communication. This can be negotiated and determined in line with teacher expertise and caseload requirements.
11. Advising the Principal Advisory Teacher on changing patterns of need.
12. Liaising with professional staff within the Children's Services and voluntary organisations in promoting the management needs of CYP who are deaf.



- 13.** Monitoring and assessment of children's progress through agreed Service measures.
- 14.** Contributing to appropriate target setting processes via IEPs and other service wide target setting procedures.
- 15.** Contributing to assessment procedures, (statutory and non-statutory) and providing advice on appropriate provision for CYP who are deaf.
- 16.** Contributing to the training of SENCOs/INCOs, Teachers and Teaching Assistants and to programmes of awareness raising in educational settings.
- 17.** Contributing to the professional development of colleagues through mutual support and the sharing of information.
- 18.** Maintaining a daily record of visits made including the chronology and any mileage undertaken.
- 19.** Maintaining a daily time recording log.
- 20.** Carrying out routine checks on the performance of hearing aids and radio aid systems via electroacoustic analysis and listening tests.
- 21.** Undertaking (on occasion) the assessment of children's hearing and listening skills through audiometry.
- 22.** The willingness to work flexibly as part of a team which, exceptionally, could mean time spent in a mainstream school where there is a teaching resource base for CYP who are deaf.
- 23.** Participating in statutory Performance Management procedures including continuing professional development.
- 24.** Undertaking any duty required by the Head of Service, which is not mentioned above, and which is reasonable and consistent with the professional responsibilities of an Advisory Teacher for children and young people who are deaf.
- 25.** The need to act as Keyworker or Lead Professional in cases where this is deemed necessary, in line with current Early Support guidance.

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

The full range of professional duties that may be required of a teacher are set out in the School Teachers Pay and Conditions Document.



Other factors

26. Responsibility for the management of specialist equipment, teaching materials and resources relevant to the post.
27. The job is of a peripatetic nature. The post holder will be expected to work in schools and other educational settings, homes and office bases.
28. The skills to communicate effectively with children and young people, parents, school staff and other professionals.
29. The ability to establish a positive and motivating relationships with pupils, parents and school staff.
30. As this post is working with children, an Enhanced DBS Disclosure will be required.
31. There is a need to carry equipment appropriate to the job and follow service guidelines on working conditions.
32. Progression as appropriate through the performance management process.

Our values

Our values act as guiding principles, defining what we believe is important in the ways we work together. Our values are Respect, Together, Accountability, Openness and Curiosity. You will need to be able to demonstrate these values in action through the way you work, regardless of your role within the organisation. Information about our values can be found on our website.



Person specification

Your application will be assessed based on your demonstration of how you fulfil the following criteria: you should include clear examples of how you meet these criteria within your application form and during the assessment process.

Essential

Essential criteria are the minimum requirement for the above post and will be assessed through a combination of your application form, assessment, interview and references (as specified below). We will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations Required by law or essential to the performance of the role or both	Assessed through:
1. Qualified Teacher Status	Application form
2. Qualified Teacher of the Deaf (or teacher of the deaf in training)	Application form
Experience	
3. Experience of working with CYP who are deaf from diagnosis to school leaving age.	Application form
4. Experience of working closely with cochlear implant services, CYP and families pre and post implantation.	Application form
5. Experience of working with CYP who are deaf who have complex needs.	Application form
Knowledge	
6. A sound understanding of the principles of a natural aural approach and experience in developing, monitoring and recording the spoken language with CYP who are deaf.	Application form Interview Assessment
7. Knowledge of monitoring and assessment procedures in working with CYP who are deaf.	Application form Interview Assessment
8. Sound Audiological knowledge and experience of the management of hearing aids, cochlear implant processors and radio aids.	Application form Interview Assessment
Skills and abilities	
9. An enthusiastic approach to the inclusion of children and young people (CYP) who are deaf in mainstream settings.	Interview Assessment
10. Excellent interpersonal skills.	Interview Assessment
11. A good team player.	Interview Assessment
12. Adaptability and flexibility as caseloads and demand change.	Interview Assessment
13. Ability to establish positive and motivating relationships with pupils and school staff.	Interview Assessment
14. An ability to communicate effectively with CYP, parents, staff and other professionals.	Interview Assessment



Our values	
15. Respect	Interview Assessment
16. Together	Interview Assessment
17. Accountability	Interview Assessment
18. Openness	Interview Assessment
19. Curiosity	Interview Assessment
Other	
20. Ability to follow policies and procedures.	Application form
21. Awareness of safeguarding procedures.	Application form
22. Full driving licence and available vehicle.	Application form

Desirable

Desirable criteria will be used in the event of multiple applicants meeting the minimum essential requirements and if applicable, will be assessed through a combination of your application form, assessment, interview and references (as specified below). If you meet the desirable criteria, we will require evidence of the qualifications, training or registrations listed below.

Qualifications, training or registrations	Assessed through:
23. BSL Level 1	Application form
Experience	
24. Experience of working with newly diagnosed babies and their families.	Application form
25. Knowledge and experience in the use of the early support monitoring protocol for deaf babies and children (0-3).	Application form
26. Unit /Resource base or school for the deaf experience.	Application form
Skills and abilities	
27. Competency in using a range of ICT skills.	Interview Assessment

Approval

Manager: Ken Tucker
 Manager's job title: Principal Advisory Teacher
 Date: Updated 01 January 2026

