

**WANDSWORTH  
HEARING SUPPORT SERVICE**  
Person Specification – Teacher in Charge



| <b>Education and Training</b>  |  |   |  |
|--|--|---|--|
| <b>Essential Criteria</b>  |  | <b>Desirable Criteria</b>                     |  |
| Qualified teacher status (UK)  |  | Educational Audiologist                       |  |
| Understanding of the National Curriculum and the SEND Code of Practice                     |  | Additional qualification in teaching the deaf |  |
| Experience of teaching deaf pupils in a primary/early years setting                        |  |   |  |
| Knowledge and experience of current legislation with particular reference to deaf children |  |   |  |
| Knowledge of current practice and developments for deaf children and young people          |  |   |  |
| Sound and current audiological knowledge with proven experience in audiology               |  |   |  |
| <b>Teaching and Assessment</b>   |  |   |  |
| <b>Essential Criteria</b>  |  | <b>Desirable Criteria</b>                     |  |
| Outstanding Teacher Specialising in SEN  |  | Experience of assessing deaf children         |  |
| Child Family centred partnership working   |  |   |  |
| Ability to keep accurate records and analyse data  |  |   |  |
| Ability to devise, implement and review personalised learning programmes and review        |  |   |  |
| Experience and proven ability to develop deaf children's language and audition             |  |   |  |

| <b>Skills &amp; Abilities</b>  |  |  |  |
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| <b>Essential Criteria</b>  |  | <b>Desirable Criteria</b>  |  |
| A commitment to the inclusion of deaf children   |  | Commitment to pupil voice and other strategies which contribute to a child's sense of self-worth, well-being, independence and achievement |  |
| Ability to organise and deliver INSET to individual teachers and whole service groups  |  | Experience of managing a budget  |  |
| Willingness to pursue own professional development   |  |  |  |
| Ability to communicate ideas and recommendations clearly   |  |  |  |
| Ability to lead teams  |  |  |  |
| Ability to form good interpersonal relationships with professionals in education, health, social care and voluntary organisations and be confident in a multi-professional forum |  |  |  |
| Ability to form good interpersonal relationships with families   |  |  |  |
| Experience of timetabling individual support packages and managing a team of ToDs and specialist LSAs.   |  |  |  |
| Supporting the host school with inclusion of deaf children including: advising on policies and attending relevant meetings.  |  |  |  |
| <b>Professional Characteristics</b>  |  |  |  |
| <b>Essential Criteria</b>  |  | <b>Desirable Criteria</b>  |  |
| Be fully aware of the principles of safeguarding as they apply to this role and setting  |  | Experience as a Designated Member of Staff for safeguarding  |  |
| Willingness to work flexibly and independently within the requirements of a demand driven service  |  | Be relaxed and self-confident within professional group settings   |  |

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| The ability to work in sympathetic collaboration with school staff   |  | Demonstrate a sense of perspective and / or humour in a range of challenging situations |  |
| Good organisational ability including time management  |  | Be cheerful, resilient, responsible and self-motivated                                  |  |
| Ability to manage the high level of liaison required between the professional agencies   |  | Be able to work under pressure  |  |
| Evidence of ability to report back with clarity and accuracy to working parties, officers and members  |  |   |  |
| Ability to work in partnership   |  |   |  |
| Tact, diplomacy and a respect for confidentiality  |  |   |  |
| Effective communication skills   |  |   |  |
| Ability to manage the high level of liaison required between the professional agencies, including LA SEN department, transport, social care, safeguarding and audiology. |  |   |  |