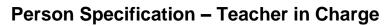
WANDSWORTH HEARING SUPPORT SERVICE



Experience of assessing deaf children

Ability to devise, implement and review

personalised learning programmes and review

Experience and proven ability to develop deaf children's language and audition



	Services	poi
Education and Training		
Essential Criteria	Desirable Criteria	
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		
Teaching and Assessment		
Essential Criteria	Desirable Criteria	
Outstanding SEND teacher		
Child Family centred partnership working		
Ability to keep accurate records and analyse data		

Skills & Abilities					
Essential Criteria	Desirable Criteria				
A commitment to the inclusion of deaf children	Experience of managing a budget				
Ability to organise and deliver INSET to individual teachers and whole service groups					
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					
Commitment to pupil voice and other strategies which contribute to a child's sense of selfworth, well-being, independence and achievement					
Professional Characteristics					
Essential Criteria	Desirable Criteria				
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				
The ability to work in sympathetic collaboration with school staff	Demonstrate a sense of perspective 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		