

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



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			
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			

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 self-worth, 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			