**Job Description**

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications, and experience.

# Section A: Job Profile

The job profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the role and a brief description of the main duties.

## Job Details

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| Job Title: | County Lead Teacher for Post-16 Sensory Support |
| Salary: | £49,115 to £57,760 |
| Grade: | MPS/UPS + SEN allowance + TLR 2(1) it is expected that any teacher applying for this role will have at least 4 years teaching experience and be on at least MPS5 |
| Hours: | 1.0 FTE Teachers Pay and Conditions |
| Contract type: | Permanent – the job is offered to a QToD, QTVI or QTMSI |
| Team: | SEN Support Services (SENSS), Post-16 Sensory Support Team |
| Start date: | 22 April 2025 or as soon as possible thereafter |
| Service Area: | Education, Children’s Services |
| Primary Location: | Countywide outreach from City of Oxford College |
| Budget responsibility: | None |
| Responsible to: | Specialist Manager, SENSS Sensory, Physical & Complex Needs Service (SPCN) or delegated SENSS manager |
| Responsible for: | Countywide support and service delivery of Post-16 Sensory Support in colleges of FE |

## Job Purpose

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| This is a brief overview of the key objectives of the job including the context within the team / organisation.   1. Improving Outcomes for Children and Young People 2. Leadership 3. Team Development 4. Communicationand Liaison   This job description is to be performed in accordance with the provisions of the School Teachers’ Pay and Conditions document and within the range of teachers’ duties set out in that document. |

## Job Responsibilities

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| This is a list of the main duties or tasks that the post holder will be expected to undertake.  **A. Improving Outcomes for Children and Young People**   1. Operational management and development of the countywide traded provision for students with deafness\* or vision impairment taking courses in Further Education (FE) and Continuing Education, in consultation with the Specialist Manager (SPCN) or delegated SENSS manager. \**The terms deaf/deafness refer to all levels and types of hearing loss.* 2. To assess students or trainees prior to placement in FE to ensure that proposed courses will meet their needs and to evaluate communication mode and the type of support required. 3. To facilitate the inclusion of students and trainees with deafness or vision impairment, at a level commensurate with their ability, and provide support and specialist tuition on an individual basis according to need. 4. To arrange tutorial time, specialist teaching assistant and Communication Support Worker (CSW) input, as appropriate. 5. To devise and develop individual programmes of support in accordance with the needs of each student or trainee. To monitor and review learning outcomes for and with the young people supported ensuring opportunities for student self-evaluation. 6. To ensure appropriate use and maintenance of equipment used by the young people supported. 7. To share information about individual students and develop INSET programmes for college staff working with students and trainees so that they can plan work with students’ needs in mind, making reasonable adjustments and employing inclusive practices in their teaching. 8. Where possible, to obtain plans of forthcoming lectures from mainstream staff and prepare the student for the session; follow up work with students as needed. 9. To coordinate pastoral and administrative duties in respect of all young people on the Post-16 caseload as agreed with the Specialist Manager (SPCN) or delegated SENSS manager. 10. In consultation with the Specialist Manager (SPCN) or delegated SENSS manager, to agree appropriate outcome measures (both quantitative and qualitative) to reflect improved outcomes and life chances for children and young people with deafness or vision impairment, and to ensure effective systems are in place to reliably collect this data. 11. With fluctuating numbers of learners with deafness or vision impairment taking courses in FE, and to facilitate transition and support the wider SENSS continuum, there is an expectation to continue working as part of a specialist SENSS team (Deaf and Hearing Support (DHS) or Vision Impairment (VI) teams) in schools in a specialist teaching and/or advisory role as requested by the Specialist Manager (SPCN) or delegated SENSS manager. The schools’ caseload will be dependent on the number of staff managed in Post-16, the number and needs of Post-16 students, and time allocated for additional development projects. At the time of writing, it is anticipated that the Post-16 Lead Teacher will work an equivalent of 4 days in Post-16, and 1 day for the schools’ workforce, at least initially.   **B. Leadership**   1. To draw up individual student support timetables and deploy staff to match need. This includes responsibility for making cover arrangements in the event of staff sickness and redeploying staff if students are absent. 2. To determine support staff costs; to keep accurate records of financial arrangements for funding all staff; to prepare information for invoice to the relevant institutions and ensure that recompense is received with the support of SEN administrators. 3. Conduct performance management or appraisal and supervision in line with Teachers Pay and Conditions, OCC HR guidance and SENSS protocols for direct reports as agreed with the Specialist Manager (SPCN) or delegated SENSS manager. 4. Promote a clear sense of purpose within the Post-16 Sensory Support team consistent with the overall aims and vision of SENSS. Promote good staff conduct. 5. To convene team meetings as required and ensure appropriate action notes are maintained. 6. To follow IBC and other HR processes as appropriate to ensure accurate records on staff are maintained. 7. To lead the recruitment, selection, and induction of staff in consultation with the Specialist Manager (SPCN) or delegated SENSS manager as required. 8. To list any resource or equipment requirements and discuss purchasing with the Specialist Manager (SPCN) or delegated SENSS manager. 9. To provide high quality professional support, supervision, and guidance (including direct advice, information, professional guidance, and training) to staff in the Post-16 Sensory Support team.   **C. Team Development**   1. To work closely with managers to produce annual and medium-term service development plans and to monitor and review progress against service objectives and targets. 2. To work closely with managers to ensure consistent standards and levels of service delivery in all establishments in which the team works. 3. To consider and advise managers on the development needs of the service in the designated area. 4. At the request of the Specialist Manager (SPCN) or delegated SENSS manager, to undertake specific development projects or activities, in line with service development priorities. 5. To contribute to the development of a Post-16 team continuing professional development (CPD) plan, taking account of current specialist skills and knowledge in the workforce to inform how best to invest in continuing development. 6. To keep up to date with national trends regarding the Post-16 education of students with deafness or vision impairment and with wider developments in Post-16 education.   **D. Communication and Liaison**   1. To facilitate a partnership between SENSS and FE establishments in meeting the needs of students and trainees; for example, contributing to the development plan of the institution; and where timing allows, contributing to mainstream courses. 2. To draw up working agreements with those establishments. 3. To work with managers to ensure that children and young people and parents are involved in all aspects of service development ensuring confidence in all services. 4. To link with parents, always being mindful of respecting the wishes of young people and issues of confidentiality. 5. To continue to develop links with other agencies (including social care, health, educational psychologists, SEN Casework team), particularly around moving to adulthood. 6. To attend meetings and continuing professional development sessions (e.g. in SENSS DHS or VI teams) as required by the Specialist Manager (SPCN) or delegated SENSS manager. 7. To attend meetings at the host Colleges as requested by key staff. 8. To foster appropriate links with third sector organisations such as the D/deaf community and Oxfordshire Association for the Blind. 9. To liaise with, inform and visit out-county establishments regarding Post-16 provision in county. (Links usually start from Year 9). 10. To work with managers to provide and update high quality information materials, in a variety of media, about the services provided by SENSS in the designated area.   **Administrative Focus**   1. Plan and provide weekly plans of your time allocation and activities using internal electronic diary systems, ensuring regular office time.   **Safeguarding**  **The post holder is responsible for ensuring that all County Safeguarding Policies are adhered to and concerns are raised in accordance with these policies.**   * This post is subject to an enhanced check (child and adult) from the Disclosure and Barring Service (DBS). * The post holder has individual responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with, in line with local authority (LA) safeguarding procedures.   **Health and Safety Responsibilities**  It is the responsibility of every employee to cooperate with their employer to ensure the effective discharge of health and safety responsibilities. As a team lead, the post holder must:   * Ensure that they and their team members are fully aware of their responsibilities for health and safety, and related activities * Ensure all new employees are fully briefed at induction * Promote a positive and proactive health and safety culture * Ensure health and safety is given a high priority and is an integral part of the way the team operates * Undertake necessary health and safety training * Ensure all team employees and volunteers are competent and have received the necessary training / refresher training to carry out their work activities safely * Comply with and implement the requirements of the Council’s health and safety policies and procedures including reporting * Ensure risk assessments in accordance with Council procedures are undertaken to reduce risks to a level that is as low as is reasonably practicable. This must consider hazards to both employees, pupils and others who use our services * Monitor the activities for which you have responsibility * Ensure that health and safety issues are a standing item on team meeting agendas, and actions are monitored through these and through supervision * Ensure safety events (accidents, incidents and near misses) involving team members are reported to their line manager * Ensure staff have appropriate business insurance when traveling by car for Oxfordshire County Council   **Special Conditions (if applicable)**  Staff appointed to a Specialist Team should be able to adapt to working in a range of establishments with a variety of age groups, as the appointment will be to the Specialist Team/SENSS and not to a particular school or establishment.  **Children’s Rights**  Oxfordshire County Council has signed up to a Children’s Rights Checklist and the post holder must work within this framework to ensure that s/he, and the base staff team:   * Think about children’s rights in relation to the service they are providing; * Consistently seek and act on the views of children and young people; * Demonstrate respect for children’s rights in all aspects of the work of the team.   **Equal Opportunities**  The post holder undertakes those duties which support the achievement of the Council’s equal opportunities objectives.  The Lead Teacher will be directly responsible to the Specialist Manager (Sensory, Physical & Complex Needs) or delegated SENSS manager on matters relating to Post-16 students at Oxfordshire FE Colleges and to the area managers (Deaf and Hearing Support) or county wide lead (VI) for all school aged pupils where there is involvement. S/he will work closely with secondary Lead Teachers for students and trainees within each of their Bases.  Staff in Post-16 are expected to work flexibly to meet the needs of the students throughout the year. Discussion over the degree of flexibility will need to be discussed on an individual basis with the Specialist Manager (Sensory, Physical & Complex Needs) or delegated SENSS manager.  The postholder will work within the relevant general policies of Oxfordshire County Council Children’s Services, the DfE and the host setting’s governing body.  The postholder will undertake other such appropriate tasks as may be requested by the Head of SEND, Director of Children’s Services or his/her representative.  **This post outline and list of duties is not meant to be exhaustive. The post holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the service and in keeping with the general profile of the post.**  *SENSS seek to foster an inclusive approach to everything that we do. We recognise diversity in the workforce as an enormous strength that broadens our perspectives, enhances our understanding, and enriches our teams.* |

# Section B: Selection Criteria

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have in order to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4). The criteria are aligned to our [corporate values](https://www.oxfordshire.gov.uk/council/about-your-council/working-oxfordshire-county-council/county-council-values).

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

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| Essential Criteria | Assessed By: |
| Degree or equivalent; qualified teacher status; mandatory Qualified Teacher of the Deaf (QToD), Qualified Teacher of the Vision Impaired (QTVI) or Qualified Teacher of Multi-Sensory Impairment (QTMSI) qualification | A, D |
| Recent experience and demonstrable success working as a QToD, QTVI or QTMSI. Experience of holding the child or young person at the centre of their support and of proactively seeking ways for them to give their views and ‘have a voice’. | A, T, I |
| Experience of effective family focused working (Early Help/TAF) and co-production; proven ability to enable effective multi-agency working. | A, T, I |
| Knowledge of monitoring, tracking and target setting for pupils with deafness and/or vision impairment to improve outcomes. Ability to analyse and formatively use assessment data to drive improvement in outcomes for children and young people. | A, I |
| Outstanding written and spoken communication skills and evidence of using these to lead, train, inspire, motivate, challenge and influence colleagues, pupils, parents and other professionals. | A, I, P |
| Excellent organisational skills, including the ability to prioritise a range of functions and work efficiently under pressure. High level ICT skills. | A, T, I |
| Determined, resilient, reflective, creative, enthusiastic, decisive and solution focussed; able to remain positive in the face of professional challenges and to motivate and inspire. | A, I |
| Value for individual difference and diversity demonstrated through a clearly expressed commitment to the principles of inclusion and equal opportunities and in work with children, young people and their families. | A, I, P |
| Ability to travel for work purposes to attend meetings and reviews as required. | A, I |
| Desirable Criteria | Assessed By: |
| Successful experience of managing staff for performance and of leading teams at senior management level. | A, I |
| Extensive relevant experience of working in mainstream and/or special schools and settings including experience working with or in colleges of FE. | A, I |
| Knowledge and understanding of legislation, guidance and policy relating to deafness or vision impairment, SEN and the wider Learning Difficulties and/or Disabilities agenda. | A, I |
| Additional training or experience in an area relevant to the post, for example, post graduate qualifications or knowledge of research methods and understanding of statistical methods. | A, I |

# Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

Additional pre employment checks specific to this role include:

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|  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List |  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
|  | Enhanced Disclosure and Barring Service check with Children’s Barred List |  | Enhanced Disclosure and Barring Service check with Adults Barred List |
|  | Standard Disclosure and Barring Service check |  | Basic Disclosure |
|  | Disqualification for Caring for Children (Education) |  | Overseas Criminal Record Checks |
|  | Prohibition from Teaching |  | Professional Registration |
|  | Non police personnel vetting |  | Disqualification from Caring |
|  | Other (please specify): |  |  |

# Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

## Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

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|  | Provision of personal care on a regular basis |  | Driving HGV or LGV for work |
|  | Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects |  | Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or a council vehicle for work purposes) |
|  | Working at height/ using ladders on a regular/ repetitive basis |  | Restricted postural change – prolonged sitting |
|  | Lone working on a regular basis |  | Restricted postural change – prolonged standing |
|  | Night work |  | Regular/repetitive bending/ squatting/ kneeling/crouching |
|  | Rotating shift work |  | Manual cleaning/ domestic duties |
|  | Working on/ or near a road |  | Regular work outdoors |
|  | Significant use of computers (display screen equipment) |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks |  | Working with challenging behaviours |
|  | Continual telephone use (call centres) |  | Regular work with skin irritants/ allergens |
|  | Work requiring hearing protection (exposure to noise above action levels) |  | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
|  | Work requiring respirators or masks |  | Work with vibrating tools/ machinery |
|  | Work involving food handling |  | Work with waste, refuse |
|  | Potential exposure to blood or bodily fluids |  | Face-to-face contact with members of the public |
|  | Other (please specify): |  |  |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements.