

Job Description

Job Title	Hearing Specialist Co-ordinator
Grade	Up to UPS 3, Full SEN allowance, TLR 2 (mid)
Reporting To	Head of Sensory Service
JD Ref	-

Purpose

To assist the Head of Sensory Service in the management of the Service to ensure highest quality of education for hearing impaired/deaf children and young people

To manage day to day aspects for Head of Sensory Service

To promote and develop best inclusive practice

To provide specialist interventions and advice for children with a hearing impairment from birth, to school leaving age and in college. This will be delivered peripatetically.

To represent the interests of children and young people with hearing impairment at groups/forums within and beyond Wirral's Children & Young People's Department.

To deputise for the Head of Service at management meetings where necessary

To assist the Head of Service to produce an annual service development plan and Service update reports as necessary.

Main Duties And Responsibilities

Behavioural:

- To manage a teaching caseload which includes identifying and meeting the needs of hearing-impaired pupils to enable them to make progress and be successfully included in the full range of educational settings.
- To contribute to a purposeful, forward looking and supportive ethos in the service and to demonstrate a commitment to continuous improvement.
- To be prepared to work in a variety of situations as deemed appropriate by the Head of the Sensory Service, working across the age range 0-25 years.
- Maintaining high standards of professional practice according to all behaviours as laid out in the 'Teachers' Standards'

- Teachers must work to the standards of the Mandatory Qualification for specialist teachers of children and young people with hearing impairments.
- To an active participant in Service development and the efficient use of all resources (including staffing)
- To provide guidance on the management of hearing-impaired pupils in educational settings to teachers and other professionals including reference to language development, National Strategies, optimal use of hearing aids, cochlear implants, radio aid systems & sound field systems in relation to accessing the curriculum.
- To assess the language development of hearing-impaired children and devise appropriate programmes to develop language
- To be involved in the ongoing assessment of hearing-impaired pupils, involving appropriate testing, record keeping and report writing, and providing advice, guidance and support to enable them to make the best possible educational progress.
- To work collaboratively with all relevant parties to ensure appropriate programmes of language development are delivered, adaptations to teaching methods & materials are implemented and that the outcomes are monitored.
- To make regular checks of hearing aids, cochlear implant, bone anchored hearing devices and radio systems.
- To advise on special arrangements for hearing impaired students taking exams or external assessments.
- To develop schools' abilities to provide inclusive education.
- To fulfil the SEN Code of Practice (2020) and other relevant legislation in working with parents/carers and maintaining clear procedures for effective communication with them.
- To provide advice on the modes of communication available to hearing impaired children.
- Provide assessment, monitoring and advice to families, settings and the LA
- Provide specialist teaching to children with a hearing impairment
- Enjoy, achieve, create impact, and thrive in the role and organisation.
- Live our values in the role and organisation.
- Enjoy, achieve, create impact, and thrive in the role and organisation.
- Live our values and leadership behaviours in the role and organisation.



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Team Leadership and Management:

- Provide strong leadership, strengthening engagement, growth, culture, innovation, collaboration and performance.
- Assign responsibilities, setting clear expectations, and deliverables to team members and empower them to excel in their roles.
- Through continuous improvement strengthen the tools, practices and impact of the service.

Communication, Engagement and Training:

- To take a lead role in the delivery of training for settings and to families.
- To continue with a 75% caseload in line with members of the HI teaching team
- Ensuring own continuing professional development e.g. the use of ICT and digital technology, use of internet and email communication, national and local initiatives.
- To develop and Implement systems to ensure that children are listened to and given real opportunities to express their views about their educational plans and progress

Data Analysis and Decision-Making:

- To manage staff timetables and/or available service staff (based on prioritisation) to cover for absent staff and ensure pupil needs are met.
- To keep pupil data up to date and to be able forward plan pupil and staffing needs

Compliance:

- Adhere to and comply with all relevant corporate policies and procedures including Health & Safety, General Data Protection Regulations (GDPR), Corporate Governance and Code of Conduct.
- Ensure that all service initiatives adhere to relevant legislation, policies and practices.

Role Specific Knowledge, Experience And Skills

Qualifications

- Teacher Status
- Qualified Teacher of the Deaf status

Desirable

- British Sign Language Level 3
- Additional SEND qualification



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Knowledge & Skills

- Well-developed problem solving and negotiation skills.
- Excellent organisational skills.
- Ability to manage resources
- Ability to produce high quality reports and letters
- Ability to provide up-to-date advise on hearing aid, sound field cochlear implant technology
- Knowledge of language development
- Ability to carry out Audiological assessments.
- Ability to provide appropriate advice for deaf children and young people.
- Evidence of **comprehensive** and continued professional development including specialist training courses.

Experience

- Working as a Teacher of the Deaf for a successful local authority
- Mainstream school experience

Desirable

- Has worked as a Team leader in a local authority team

Additional Information

Ability to travel across the Borough and work from various locations.

Work hybrid, with a flexible working approach to accommodate service needs.

Expected to work from a fixed location (subject to change).

On occasion, able to work outside traditional hours, of a weekend and evening as required, adopting a flexible working approach in response to business requirements.

Health & Safety Considerations:

- Lone working
- Vocational Driving
- Working with children

Approved By: Peter Davies, Head of Sensory Service
Date Of Approval: 17.04.2026



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