



**LONDON BOROUGH OF MERTON**

**Children, Schools and Families DEPARTMENT**

**JOB DESCRIPTION**

**POST TITLE: Sensory Team Manager**

**Grade: Leadership Scale 8 - 12**

**DIVISION/SECTION: Merton School Improvement**

**Location: 8th Floor, Civic Centre**

**Responsible to: Head of School Improvement**

**Responsible for: Sensory Team (5 teachers and 1 sensory support worker)**

**Post number: M2003929**

**Date: 2<sup>nd</sup> February 2016**

## **1. MAIN PURPOSE**

- To strategically lead the Sensory Team (incorporating hearing, visual and multi sensory impairment specialists) to ensure that the Council achieves its strategic aims for pupils with assessed special educational needs within the legislative framework.
- To provide strategic leadership for peripatetic services for children with sensory impairment across the borough, promoting & supporting positive outcomes for children and young people with sensory impairment.
- To take a lead role in promoting inclusive education of children with sensory impairment.
- To be a member of the Merton School Improvement Senior Management Team, liaising closely with the SEN and Disabilities Integrated Service to contribute to the raising of attainment for all Children & Young People in Merton Schools and settings through inclusive education.

## **2. MAIN DUTIES AND RESPONSIBILITIES**

1. To interpret and manage the delivery of statutory responsibilities relating to educational provision for children with sensory impairment.
2. To ensure that the SEN and Disabilities Integrated Service (SENDIS) fulfils its statutory responsibilities within the relevant legislation and meets the required performance indicators for children with sensory impairment.
3. To define and implement professional practice standards in relation to children with sensory impairment, within national parameters.
4. To support the SENDIS Manager in the leadership of SEN Statutory Processes by providing expert advice and guidance on issues relating to educational provision for children with sensory impairment.
5. To provide professional supervision to the Sensory Team overseeing casework and advising on individual cases, as appropriate.
6. To supervise the provision of appropriate access arrangements, adjustments and equipment for children with sensory impairment on the service caseload.
7. To manage a personal caseload of children of all ages with varying degrees of sensory impairment within schools and colleges in LB Merton and to undertake individual teaching as appropriate.
8. To provide visits and advice, support & guidance to parents of young children with sensory impairment.
9. To liaise with relevant Children's Schools & Families Teams and statutory/voluntary sector partners to enable the SEN vision for Merton to be realised.
10. To contribute to continuous professional development for schools and relevant CSF Teams in relation to the education of children with sensory impairment.
11. To take a lead role in implementing aspects of the SENDIS strategy relating to sensory impairment.
12. To liaise with the Information, Advice and Support Officer and other services for parents/carers in support of pupils with sensory impairment.
13. To work as part of the Merton School Improvement Senior Management Team supporting the Head of Service on delivering a range of key priorities.

## GENERAL

1. To strategically lead on specific service development priorities in line with the MSI/SENDIS Strategies.
2. To ensure all services are delivered within the parameters and desired outcomes for the Council's Ofsted inspection of services for children in need of help and protection, children looked after and care leavers.
3. To produce a range of reports for the service manager, DCSF, cabinet members and wider partnerships/forums as required.
4. Lead, support and inspire staff to reflect on and develop their own understanding, knowledge and skills to ensure effective leadership at all levels, strong succession planning and a workforce committed to raising attainment for pupils in Merton schools through inclusive education.
5. To line manage staff including overseeing recruitment, induction support and supervision and performance management.
6. To undertake all duties and interactions with employees, partner providers and customers fairly, without unlawful discrimination and with due regard to the Council's Diversity and Equality in Employment and Service Delivery policies.
7. To carry out duties and responsibilities in accordance with the Council's Core Values, Equal Opportunities Policy, Health and Safety Policy and all other borough and departmental policies and procedures, in particular the non-smoking policy and confidentiality in line with the Data Protection Act.
8. To maintain a working environment in which diversity is respected and responded to and equality of opportunity is promoted.
9. To ensure complaints are responded to in accordance with the Customer Complaints Procedure.
10. To use computers and other ICT in the normal performance of the duties of the post. To ensure that robust information relating to the relevant performance indicators and any other relevant targets is reported in accordance with the Council's Data Quality Strategy and to work proactively to improve data quality where issues around timeliness or robustness of data have been identified.
11. To be a full member of the team and work in collaboration with all other agencies to ensure co-ordination of services and best use of resources.
12. To brief the Head of School Improvement on all matters which are likely to be subject to publicity whether positive or negative.

13. To contribute to the development of effective teamwork establishing good communication systems, including team training and regular team meetings.
14. To keep up to date with new developments in appropriate fields, attend training and supervision sessions and contribute to workshops, seminars and conferences.
15. To work flexibly and to undertake any other duties commensurate with the post as required by the Head of School Improvement.

### **FUNCTIONAL LINKS**

- Schools, Children's Centres, and Settings
- Operational Staff
- Parents/Carers
- CSF Teams
- Voluntary Sector
- Statutory Agencies
- Health

### ***OTHER RELEVANT MATTERS***

The Officer appointed will be expected to manage and make a contribution to the provision of 52 week cover for which an on call payment or time off in lieu can be negotiated.

In addition the Officer appointed might be required to work during some evenings and weekends, outside of directed time arrangements, for which time off in lieu will be negotiated.

**LONDON BOROUGH OF MERTON**

**Children, Schools and Families DEPARTMENT**

**PERSON SPECIFICATION**

|                          |   |
|--------------------------|---|
| <b>POST TITLE:</b>       | <b>Sensory Team Manager</b>               |
| <b>Grade:</b>            | <b>Leadership Scale 8 - 12</b>            |
| <b>DIVISION/SECTION:</b> | <b>Merton School Improvement</b>          |
| <b>Location:</b>         | <b>8<sup>th</sup> Floor, Civic Centre</b> |
| <b>Responsible to:</b>   | <b>Head of School Improvement</b>         |
| <b>Responsible for:</b>  | <b>Sensory Team (6 teachers)</b>          |
| <b>Post number:</b>      | <b>M2003929</b>                           |
| <b>Date:</b>             | <b>2<sup>nd</sup> February 2016</b>       |

**Experience / Qualifications / Skills / Knowledge:**

1. Qualified Teacher Status.
2. Qualified Teacher of children with hearing impairment.
3. Substantial experience of teaching children with hearing impairment.
4. Excellent understanding of issues affecting children with sensory impairment when accessing educational provision.
5. Strategic awareness of government policy and initiative relating to children with sensory impairment.
6. Experience of developing & implementing policy and procedural change affecting children with sensory impairment.
7. Understanding of and commitment to Equal Opportunities policies, social inclusion and anti-discriminatory practice.
8. Proven advanced leadership and collaboration skills.
9. Excellent communication and interpersonal skills, good negotiation, persuasion and organisational skills.
10. Good time management skills.
11. Ability to work under pressure and meet tight deadlines.
12. Good level of IT skills.

13. Ability to deal with difficult and challenging situations with tact and sensitivity.

14. Ability to travel around the borough.

**2<sup>nd</sup> February 2016**