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| **Job details** | |
| **Job title** | Intervenor |
| **Job Reference** | 17698 |
| **Grade and Salary** | 4 – £27,711 per annum pro rata  This role includes performance related pay progression |
| **Service and Team** | Specialist Education Services, Sensory and Physical Team |
| **Location** | Endeavour House, Russell Road, Ipswich, Suffolk, IP1 2BX –Community based |
| **Hours per week** | 22.5 (Term time only) |
| **Status** | **Permanent** |
| This role may offer the following flexible working options | * *Working part time hours (eg different hours/days to those advertised)* * *Job sharing* * *Working compressed hours (eg a nine-day fortnight)* * *Term time working (including partial term-time working)* * *Use of flexitime / time off in lieu* * *Hybrid working options, including some home working* * *Working from different Council buildings* * *Working adjusted core hours (eg starting later and finishing later or other patterns)* |

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| **About us** |

As a modern and effective council, we understand the importance of being flexible and well-connected in the ways we work. We focus our ambitions on doing what’s right for people, our partners and our communities - both now and for the future.

That’s why, as one of the largest employers in Suffolk, we believe in empowering everyone. Through career variety and collaborative working, accessible career paths and professional development.

The support and care we offer encourages and enables you to be the best you can be. To make a meaningful impact on the world around you. To achieve a unique sense of pride in what you do, why you do it and where. **Reimagine the possibilities.**

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| **Organisational Context** |

The responsibility of the Children and Young People’s Directorate (CYP) is to ensure the safety, well-being and learning of children and young people. To do so we need to “make every intervention count” to create impact and bring about sustainable change for children, young people and their families where need is identified. We are determined to continuously improve our services by working in partnership to ensure that our work is high quality and effective.

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| **Main purpose of the job** |

* To work 1 to 1 consistently with Deaf Blind/Multi-Sensory Impaired (MSI) people and their families in their homes or at specified settings to promote communication using the ‘Total Communication’ approach and tactile methods of learning.
* To work with the Deaf Blind/Multi-Sensory impaired child, young person in order to gather information for the individual that they are unable to gain on their own.
* To provide 1 to 1 direct hands-on support, facilitating the development and/or use of receptive and expressive communication skills.
* To ensure that the safety, welfare of the Deaf Blind/Multi-Sensory Impaired child is paramount at all times.
* To ensure advocacy, social and conceptual development of the Deaf Blind/MultiSensory Impaired child.
* To engage in collaborative partnership with all other practitioners working with the
* Deaf Blind /Multi-Sensory Impaired to support progress in communication.
* To enable the Deaf Blind/Multi-Sensory impaired child or young person to interact purposefully and enjoyably with people as a responsible participant in the community, at school and beyond.

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| **About the team** |

The Service for Children and Young People with Vision and Multi-Sensory Impairments offer support to young people, who have a diagnosed visual, or multi-sensory impairment, in education, up to the age of 25.   
We are part of the Sensory and Physical (S&P) Service within the Specialist Education Service.  
Our Intervenor Service provides one-to-one Intervenor support to children and young people who have a combined significant visual and hearing loss (Multi-sensory Impairment). Intervenors support sensory and communication access in school settings.

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| **What you will be expected to deliver in the role** |

* To promote the Safeguarding of Deaf Blind/Multi-Sensory Impaired children in
* accordance with the policies and procedures of the Local Safeguarding Children Board and Suffolk County Council’s Good Practice Guidance for the care and protection of children.
* To work with Deaf Blind/Multi-Sensory Impaired children and young people in need of additional communication methods including sign language, non-verbal communication, hand under hand, deafblind manual, tactile methods and Braille.
* To ensure that issues of diversity and difference are considered when working with Deaf Blind/Multi-Sensory Impaired children and families, with a clear commitment to working within equal opportunity policies and principles offering equality of opportunity in assessment and meeting of needs.
* To discharge professional duties in accordance with the councils’ statutory duties, policies and service procedures.
* To make informed decisions and turn decisions into effective action by the child/young person.
* To engage in formal supervision, performance appraisal and consultation with team managers as required.
* To work in partnership with individual families of Deaf Blind/Multi-Sensory Impaired children to develop a communication program that supports them to meet their needs.
* To engage in direct, supportive work with Deaf Blind/Multi-Sensory Impaired children, young people, parents and carers, including help with practical skills; accessing advice, guidance and support from other agencies, both statutory and voluntary.
* To carry out programs of development in communication, social and conceptual development as written and directed by the Qualified Advisory Multi-Sensory Impaired Teacher.
* To develop and maintain a trusting, interactive relationship that can promote social and emotional well-being for the child who is Deaf Blind/Multi-Sensory Impaired.
* To liaise with and work directly alongside professionals from other agencies.
* To attend relevant meetings, reviews, case conferences as appropriate.
* To keep abreast of new legislation, research and guidance and participate in training and professional development as guided by the line manager.
* To work within a team, contribute to meetings and team initiatives to maintain and improve the quality of service provided to the public.
* To work flexibly when required, to meet the needs of Deaf Blind/Multi-Sensory Impaired children and their families.
* The post holder may also be required to carry out, as necessary, any duty deemed to be commensurate with the grade and status of the post and the skills and experience of the post holder.
* To support the communication needs of Deaf Blind/Multi-Sensory Impaired children across the country who use a range of methods i.e. Total communication as their main mode of expression.
* To monitor the communication progress of children who use a total communication approach as their first language.

Although this list provides examples of what you will be doing it’s not intended to be exhaustive, and you will have personal objectives linked to our People Plans and Strategies that will be discussed and agreed with your line manager when you start.

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| **Person Profile – what you will bring to the team** |

**Qualifications and professional memberships**

1. Must have recognised and recent experience of working with special needs children in early years and school.
2. Evidence of basic educational achievement, particularly in literacy and numeracy.
3. Willingness to undertake further professional development as required to develop knowledge, skills and gain a relevant qualification.
4. Be prepared to undertake training from SENSE or Advisory Teacher Multi-Sensory Impaired Course in the role of an Intervenor.
5. BSL Level 2/3. (Desirable)
6. Have recognised and recent experience of working with Deafblind/ Multi-Sensory Impaired children in early years and school. (Desirable)
7. SENSE or Advisory Teacher Multi-Sensory Impaired Course in the Role of an Intervenor. BSL 1 (minimum). (Desirable)

**Values and personal qualities**

1. Demonstrates a passion for making a positive difference for Suffolk.
2. Shares our [WE ASPIRE](https://www.careers.suffolk.gov.uk/home/about/our-values) Values and strives to lead by example in relation to these.
3. A strong commitment to fairness and Equality, Diversity and Inclusion (EDI).
4. Strives to continuously improve in everything they do, taking the initiative to learn and develop.
5. Brings creativity into their work through innovation and openness to change.
6. Collaborates well with others and offers assistance and support to colleagues.
7. Ability to motivate Deafblind/ Multi-Sensory Impaired children, young people their families and to work in partnership with own and other agencies.
8. Ability to present information clearly and accurately.
9. Ability to negotiate with Deafblind/ Multi-Sensory Impaired children, young people and families, service providers, voluntary and statutory agencies within an interagency framework.
10. Ability to gain views and wishes of Deafblind/ Multi-Sensory Impaired children and young people and to record these accurately.
11. Ability to deal effectively with disagreement, conflict, disability, gender and ethnicity issues.
12. Good level of literacy for interpretation of legislative and policy documents, completing statutory forms and writing reports.
13. Ability to keep accurate records.
14. Ability to work well within a team and to share responsibility with others.

**Specialist knowledge skills and experience**

1. A high level of Deafblind awareness and understanding the impact of this disability on educational and social development.
2. To support programme of development for Deafblind/ Multi-Sensory impaired children and young people.
3. Understanding of communication skills and how these can be improved and supported for Deaf Blind/ Multi-Sensory Impaired children and young people.
4. Enable the child to make best use of residual vision and hearing as well as other senses in order to understand his/her world.
5. To manage additional health needs in consultation with Health professional.
6. Awareness of safeguarding issues, understanding the responsibility to alert relevant services and professionals of concerns.
7. Ability to work creatively in developing methods of supporting Deafblind/ MultiSensory Impaired children, young people and families, and supporting their alternative communication needs.
8. Ability to work collaboratively and promote partnerships with young people, parents and professionals.
9. Understand and be willing to work to the requirements of the Council’s record keeping and communication policies.
10. Willingness to work within all the Council’s policies and procedures including safeguarding of children and young people.
11. Ability to understand and work within professional boundaries.
12. Organisational and self management skills to keep accurate records maintain a well managed calendar and meet deadlines.
13. Ability to contribute to assessments of the Deafblind/ Multi-Sensory Impaired Child.
14. Ability to make informed decisions and turn decisions into effective action by the child.
15. Able to communicate effectively in challenging situations.
16. Ability to use good verbal and written skills with Children, Young People, Families, other professionals and multi-disciplinary organisations in a wide range of situations.
17. Ability to negotiate with service users, service providers, voluntary and statutory agencies within an inter-agency framework.
18. Knowledge of relevant legislation and regulations. E.g. Common Assessment Framework, Children Act 1989, Framework for Assessment, Deafblind Awareness and Section 7 Guidance. (Desirable)
19. Experience of delivering activities that support Deafblind/ Multi-Sensory Impaired children and their families.
20. Experience of working in partnership with parents and carers.
21. Experience may have been gained in a professional or voluntary capacity.
22. Experience of working in education settings.
23. Experience of effective collaborative and multi-agency working to support children young people and families. (Desirable)

**Additional requirements**

1. Commitment to safeguarding and promoting the welfare of Deafblind/ Multi-Sensory Impaired children and young people.
2. Awareness of and sensitivity to issues of diversity and difference, and commitment to working within equal opportunity policies and principles.
3. Ability to drive around the county.
4. Good organisational skills in order to accommodate changing priorities and deadlines as dictated by organisational need.
5. An enhanced DBS check will be undertaken for the successful candidate.

If you think you have what it takes to be successful in this role, even if you don’t meet all the criteria, please apply. We’d appreciate the opportunity to consider your application.

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| **Travel requirements** |

You will need to travel, so you must either hold a full, current driving licence and have access to personal transport or meet the mobility requirements of the role through other reasonable and suitable means.

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| **Our values – WE ASPIRE** |



At Suffolk County Council our WE ASPIRE values set out the behaviours we expect from everyone in the organisation regardless of who they are, what their role or grade is or where they work.

The values have been developed through feedback and input from employees at the council and underpin how we go about our everyday work. They define us and help us to be the best we can be.

Visit our [**careers pages**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) for more information on our WE ASPIRE values.

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| **Our Customer Commitment** |

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In addition to our WE ASPIRE values, we also have a **Customer Commitment** which sets out a number of strong principles that help support high standards of customer service and care that we can all endeavour to consistently demonstrate.

For more information, view our [**Customer Commitment poster.**](https://sccrecruit.blob.core.windows.net/assets/SCC/Other-Docs/17.06.2020_%20CUSTOMER_COMMITMENT_POSTER.pdf)

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| **More information for recruitment applicants** |

We offer a fantastic working environment including diverse and active staff networks,

great flexible working options and many benefits, as well as the opportunity to improve the lives of Suffolk residents.

Visit the [**Suffolk County Council career website**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) to learn more, including information about adjustments to recruitment processes, our interview schemes and other commitments to equality, diversity and inclusion.