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| Updated 01/06/2022 |  |

**JOB DESCRIPTION**

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| Post title: | Senior Rehabilitationist (Teacher of the Deaf - QToD) | | |
| School: | Enterprise - Auditory Implant Service (USAIS) | | |
| Faculty: | Faculty of Engineering and Physical Sciences |  |  |
| Career pathway: | Education Research and Enterprise | Level: | 5 |
| \*ERE category: | Enterprise | | |
| Posts responsible to: | Director of USAIS and Team Lead of USAIS | | |
| Posts responsible for: | None | | |
| Post base: | Office-based with outreach to homes and schools | | |

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| Job purpose |
| To independently manage a highly specialised case load of deaf children and adults who attend USAIS. Offering support for assessment, ongoing support following cochlear implant intervention and having professional responsibility for patient management and outcomes. Advisory visits to home, schools and nurseries will be required over a relatively large area of the South of England. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Clinical responsibilities   * Select and utilise appropriate tools to carry out specialise professional assessment of of patients under the care of the University of Southampton Auditory Implant Service * Communicate the results of the assessments within the team, to the referring agency, patients and local professionals * Devise and negotiate implement and evaluate appropriate treatment/habilitation/education plans for patients and their families, ensuring individual needs are met. * Keep up to date and accurate records and written reports * Contribute to procedures for auditing clinical practice and patient outcomes | 85% |
|  | Support the research activity of USAIS   * Sustain a personal research portfolio and apply research evidence and knowledge to ensure best practice. | 5% |
|  | Contribute to service development and communication through attendance at AIS meetings   * To act as an expert consultant in the area of education of deaf children * Support teaching activities of Hearing and Balance Centre and AIS as required including training events for local professionals and families as part of AIS team | 5% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

| Internal and external relationships |
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| * Responsible via Locality Team Leader to Director of AIS to Associate Dean for Enterprise in the Faculty of Engineering and Physical Sciences * Multi professional working on and off site including hospitals, other services and patients’ homes and schools. * Report findings with due professional confidence to relevant agencies and referring consultants. * Liaison with national interest groups |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge & experience | Qualified Teacher of the Deaf (QToD)  Substantial post qualification experience as teacher of the deaf – able to demonstrate competence in assessment of and support for deaf children.  Experience of working with pre-school children and families  Experience of working with children and young people with auditory implants  Experience in disseminating knowledge of the above to local professionals e.g. local teachers of the deaf/support staff | Demonstrable experience of undertaking research and utilising in practice.  Commitment to diversity and equality  Experience of peripatetic work  Skilled in fitting of assistive listening devices  Masters/PG Dip in Deaf Education or Educational Audiology | Application  Interview |
| Planning & organising | Proven experience of planning and organising own timetable identifying priorities from within caseload  Able to plan and deliver individual rehabilitiation programmes independently  Deliver audit information as required  Proven experience of working in a complex and changing environment  Experience of patient record keeping and reporting. |  | Application  Interview |
| Problem solving & initiative | Able to assess children’s needs and progress with appropriate tests  Able to keep competent written and electronic notes  Demonstrable experience of managing difficult and emotive situations and of working with families in a time of crisis  Able to advise managers of the Service about future appropriate service development and training needs within the team |  | Interview |
| Management & teamwork | Proven experience of contributing to a multidisciplinary team |  | Interview |
| Communicating & influencing | Excellent oral and written English  Ability to present cases at multi-disciplinary meetings and to write summary reports for internal and external use  Able to present and lecture at national and international meetings |  | Application  Interview |
| Other skills & behaviours | Willing to undertake a course leading to qualification in British Sign Language (BSL) Stage 1 | BSL Stage 1 Certificate | Application  Interview |
| Special requirements | Proven experience of applying General Data Protection Rules (GDPR)  Ability to independently travel to homes and schools across the caseload area | Awareness and understanding of information governance and confidentiality within a health environment | Application Interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
|  | | | |
| Frequent hand washing |  | ✓ |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  | ✓ |
| Lone working | ✓ |  |  |
| ## Shift work/night work/on call duties |  |  |  |