

**NATIONAL COUNCIL FOR SPECIAL EDUCATION**  
**VISITING TEACHER TEMPORARY APPOINTMENTS**

**Fixed-Term (temporary) post as Visiting Teacher for Children who are Deaf/Hard of Hearing  
(The post may be filled by secondment)**

**Information Sheet for Applicants**

**1. Overview**

The Visiting Teacher Service for Children who are Deaf/Hard of Hearing and Children who are Blind/Visually Impaired (VTHVI) has transferred from the Department of Education and Skills to the National Council for Special Education (NCSE). It has joined with the Special Education Support Service (SESS); the National Behaviour Support Service (NBSS) and services already being provided by NCSE's SENOs and administrative staff to form a new NCSE Support Service. Further information is available at [www.ncse.ie](http://www.ncse.ie)

This new service aims to develop schools' capacity to include students with special educational needs and to promote a continuum of educational provision which is inclusive and responsive.

Currently there is a vacancy in the Meath area for a Visiting Teacher for Children who are Deaf/Hard of Hearing which will have an immediate start date.

There will be two vacancies in the Dublin / Wicklow area and one vacancy in the Cork City / County from September 2018. There may also be a vacancy in Mayo / Roscommon in October 2018.

A panel is also being put in place for vacancies which may arise for teachers of those who are Deaf/Hard of Hearing throughout the country. Applicants may be shortlisted for interview based on information supplied in the application form at the closing date. These positions will be filled on a fixed-term (temporary) basis, for one year.

**2. Job Description**

The Visiting Teacher shall:

- (a) report to a NCSE line-manager who will be responsible for the management, allocation, monitoring and prioritisation of case workload

- (b) receive referrals, along with supporting documentation, directly from relevant sources e.g. Health Services Executive (HSE), National Council for Special Education (NCSE) and Beaumont Cochlear Implant Programme; any such referrals must be communicated to the relevant manager
- (c) work as part of a team with responsibility for a designated geographical area which may be altered from time to time
- (d) have responsibility for the children who are deaf/hard of hearing within his/her area
- (e) maintain contact with the parents of all children with special needs related to hearing in his/her area
- (f) engage in Continuous Professional Development (CPD) as deemed suitable by the NCSE.

- **Pre-School**

The Visiting Teacher shall:

- (a) work in partnership with parents of pre-school children who are deaf/hard of hearing; visiting their homes and/or meeting them in groups to inform, advise and offer guidance in matters pertaining to their education, and overall development,
- (b) give tuition, where appropriate, to pre-school children, and assist them in the acquisition of cognitive, social and communication skills. The needs of pre-school children with a severe/profound degree of impairment are a particular priority.

- **School/Centre of Learning**

The Visiting Teacher shall:

- (a) visit schools/centres of learning and where appropriate to give tuition to children who are deaf/hard of hearing.
- (b) work in partnership with the principal teachers, class teachers, learning support teachers, resource teachers and ancillary staff; give advice and guidance on individual education planning, curriculum implementation, teaching/learning strategies, specialist teaching equipment and materials, on evaluation and assessment and on specific approaches to cognitive, linguistic, physical, social and emotional development.
- (c) monitor the progress and attainment of children who are deaf/hard of hearing.

- **Working with parents and other relevant services/agencies**

*The aim of working in partnership with parents, and other relevant services/agencies will be to further the education of children/students who are deaf/hard of hearing.*

The Visiting Teacher shall:

- (a) support and advise parents in helping their children to derive maximum benefit from the educational opportunities available
- (b) advise personnel working with children who are deaf/hard of hearing, including those attending special schools,
- (c) be available to advise staff in third level institutions and post-school training facilities which may have students who are deaf/hard of hearing,
- (d) liaise with professionals from agencies such as colleagues in the National Council for Special Education, NEPS, NEWB, Comhairle, the local HSE centres, and other relevant bodies.

- **Planning, Recording and Reporting**

*The purpose of planning, recording and reporting is to*

- *facilitate the effective delivery of the service*
- *facilitate effective management of the service*
- *inform the NCSE and the wider public of the work of the Service*
- *facilitate effective collaboration with other agencies*

The Visiting Teacher shall:

- a) plan their work taking direction from the line-manager and in accordance with an agreed format,
- b) maintain records of data relevant to the education and progress of the children/students who are deaf/hard of hearing within their catchment areas in line with department policy,
- c) write up and submit a weekly plan/diary of work and journal,
- d) submit an annual report as directed by line-managers and in accordance with an agreed format,
- e) attend regular management meetings.

- **Ensure Efficient Use of Resources**

In relation to journeys undertaken for the purpose of work, visiting teachers should use available resources to work in the most efficient and effective way in order to contribute to the aim of the Service and to ensure maximum value for money.

### **3. *Qualification and recognition***

- An applicant must be a qualified teacher at primary or second level, and have full registration with the Teaching Council.
- An applicant, if qualified outside Ireland, must already be registered with the Teaching Council as qualified to teach in special education settings.
- An applicant must provide Teaching Council confirmation of registration.
- A minimum of five years satisfactory teaching service in a mainstream class and/or in a special school or special class setting is required.
- Priority may be given to applicants who have acquired, or are in the process of acquiring, the Diploma for Teachers of the Deaf, or the Diploma in Special Education or an equivalent qualification.
- Competence in sign language is desirable.

### **4. *Conditions of employment***

- An applicant must provide evidence of compliance with current Garda vetting and other requirements as necessary.
- The salary for this post will be in accordance with the common basic scale for teachers.
- Visiting Teachers are employed to provide a service for the full extent of the primary school year in Ireland – from late August/September to June, inclusive - which encompasses the post-primary school year. The conditions of employment of visiting teachers are those generally applicable to primary teachers.
- Continuous Professional Development is an integral part of the Visiting Teacher services and a teacher will be expected to commit to further training where necessary.
- A valid Full Driving Licence is required, a learning permit is not sufficient. The individual must also have, or be prepared to arrange on appointment, appropriate car insurance which covers the appointee to use their personal vehicle for work purposes (including driving to and from work).
- Persons appointed on secondment must hold a full time post in a recognised primary, post primary or special school. It is a matter for successful candidates to secure the agreement of their school authorities for release to take up the post for the period concerned.

### **5. *Data Protection***

The NCSE's policy in relation to data protection is set out at [www.ncse.ie/ncse-data-protection](http://www.ncse.ie/ncse-data-protection)