5. **Working with children and families:**

- providing clear impartial information
- enabling the child and family to express their view
- facilitating family and child access to professional and extended services
- providing relevant and appropriate support.

6. **Continuing Professional Development:**

- keeping abreast of mainstream and specialist developments to inform practice
- keeping up to date with audiological and technological developments
- keeping abreast of Government strategies in education
- undertaking small-scale research.

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**Who is a Teacher of Deaf?**

A Teacher of the Deaf is a qualified teacher with the skills and knowledge required to provide quality teaching to mainstream learners and with the additional mandatory qualification and expertise in teaching deaf children.

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**The role of the Teacher of the Deaf (ToD)**

Every Local Authority must make adequate provision for the range of needs within its education service. This document is written to inform Children’s Services, Teachers and their line managers and potential Teachers of the Deaf (ToDs) of the range of tasks and skills that are part of the competences required to meet the specialist qualification as a Teacher of the Deaf. It is important to identify the role of the Teacher of the Deaf and what it brings to the individual deaf child and to the educational provision for that child.

This is not an exhaustive list – some ToDs will not be involved in every item and there may be other situations where the ToD is expected to be active. Throughout this document the term ‘deaf’ is used to cover the whole range of hearing loss (sensori-neural and conductive).
1. **Specialist assessments and interpretation of results**
   - Interpreting audiological information and explaining this to those involved with the deaf child.
   - Testing and monitoring hearing levels and hearing aid settings.
   - Monitoring the acoustic environment in the school and advising on ways to improve it for the deaf learner.
   - Assessing the full range of communication modes including use of sign language, spoken language and other options.
   - Participation in multi-agency assessment to identify the overall needs and progress of the deaf child/young person.
   - Contributing to mainstream monitoring and review of progress.
   - Fitting and monitoring assistive listening devices.

2. **Provision of advice**
   - Discussing the implications of hearing loss with the deaf child, parents, families, teachers and all involved agencies especially in the context of education.
   - Sharing information about communication modes.
   - Discussion of amplification needs and technological aids.
   - Intervention and implementing strategies to meet identified needs.
   - Sharing information about other support available.
   - Providing information about educational provision; early years/schools/colleges and other educational settings.

3. **Direct teaching through an enriched language input through:**
   - Individualised learning programmes
   - Whole class teaching
   - Small group teaching
   - Team teaching
   - 1:1 with the deaf child
   - Subject specialism
   - Key stage specialism
   - Generic support
   - Pre-tutoring
   - Post-tutoring.

4. **Partnership working**
   A ToD plays an important part in the production of joint assessments, target setting and programmes of work and visits to enable the effective support of the whole family. This will involve cooperation and joint working with a range of professionals in:
   - Audiology and oto-acoustics
   - General Practice
   - Early years and educational settings
   - Social care
   - Speech and language therapy
   - Mental health
   - Educational psychologists
   - A range of educational support services
   - Different areas of the curriculum (music, art, drama etc.).