

Job Description

Teacher of the Deaf

STATUS:

Qualified Teacher of the Deaf
Main or Upper Pay Scale
Full Time

Specific Responsibilities and Duties for Teacher of the Deaf:

Teaching and Learning

- To ensure that the special educational and communication needs of individual children are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice (2014) (SENCOP) and Disability Discrimination Act (DDA).
- To support mainstream colleagues to promote inclusive practices and to aid the effective teaching of deaf pupils.
- To contribute to the development of our deaf provision.
- To establish and maintain professional relationships with school, other services or agencies, parents and pupils to develop and sustain effective teaching and learning strategies for deaf pupils.
- To include parents in the planning and reviewing of provision and ensure they are supported in their development as educators of their children.

Teaching, Assessment and Monitoring

- To carry out detailed assessments, monitoring, specialist teaching and programme planning for deaf pupils.
- To work with school to develop teaching strategies, approaches, specialist materials and resources to support deaf pupils.
- To regularly plan with school staff and other agencies to advise on specific strategies and specialist equipment for individual pupils.
- To work with the school and parents to provide advice to the LA when a request for statutory assessment is made for deaf pupils.
- To monitor and maintain records of teaching, meetings, planning and pupil progress.
- To advise on specialist equipment and specific strategies appropriate to individual pupils.
- To assist with the personal amplification systems and radio aid systems on a daily basis.
- To keep up to date audiology records for all deaf children.
- To work with the Speech and Language Therapist to develop individual programmes.
- To evaluate the efficacy of individual support programmes through accurate benchmarking and target setting.
- To understand how deafness can impact on CYP learning.
- To set realistic targets aimed at closing the attainment gap.

Training Research and Development

- To contribute to the development and production of specialist resources for use with deaf pupils.
- To maintain professional awareness of current research and thinking on good practice in the education of children with hearing impairment and wider inclusion issues.
- To maintain a professional awareness of the published resources available for use with pupils.

Administration, Organisation and Management

- To ensure value for money with the purchase, organisation and storage of resources.
- To assist in the collection and collation of information which may be required for deaf specific management/service delivery purposes.
- To produce records and reports as requested by the Senior Leadership Team.
- To contribute to the school and the HID Development Plans.
- To participate in meetings which relate to the development, administration or organisation of the provision as well as whole school meetings.

Additional Responsibilities and Duties required of all Highworth Teachers:

Responsibilities:

- To plan and teach a broad, balanced, relevant curriculum to small groups of deaf children
- To provide a challenging, supportive learning environment
- To direct the activities of support staff in their work with pupils
- To monitor and support the development of pupils
- To contribute to the identification of pupils with additional needs
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Main duties:

- To take part in the school's CPD programme
- To engage actively in the Performance Management Review process
- To work as a member of a designated team and to contribute positively to effective working relations within school
- To keep up-to-date with statutory Child Protection training
- To keep up- to date with current pedagogy and educational initiatives
- To help to implement the school's quality procedures
- To review, as required, teaching methods and schemes of work
- To maintain records
- To provide relevant and up-to-date information on pupils
- To contribute to tracking data regarding pupil progress
- To use data to inform teaching and learning
- To identify resource needs
- To ensure that the use of resources is effective and of benefit to the school and pupils
- To promote the general progress and well-being of all students
- To follow the protocols and policies regarding the pastoral care of pupils
- To encourage full and active participation in all aspects of school life
- To apply the school's behaviour management policy and systems
- To plan and teach lessons which meet internal and external quality standards
- To prepare and update high quality teaching materials which reflect current practice
- To encourage good practice with regards to punctuality, and behaviour
- To undertake all formal assessment of pupils

- To assess, record and report on the attendance, progress, development and attainment of pupils
- To give high quality diagnostic feed- back to pupils

Other specific duties:

- To meet all Professional Teachers' Standards
- To play a full and active role in the life of the school
- To support the school in its mission and ethos
- To actively promote the school's policies
- To support the school in meeting its requirements for assemblies
- To contribute to the implementation of the school's H and S policy
- To undertake any other duty as specified by the Headteacher

Teacher of the Deaf

Person Specification

Qualifications and Training	Essential	Desirable
Education	<p>Qualified Teacher Status</p> <p>Commitment to train as a Teacher of the Deaf (funded by the school)</p> <p>CACDP Level 2 Qualification in BSL with commitment to work towards Level 3 (funded by school)</p>	<p>Further qualifications appropriate to the role</p> <p>Teacher of the Deaf qualification</p> <p>CACDP Level 3 Qualification in BSL</p>
Professional Development	Evidence of change in practise as a result of involvement in CPD	
Experience	Essential	Desirable
Teaching	<p>Experience of teaching in Primary</p> <p>Experience of teaching children with a disability</p>	Experience of teaching Deaf Children in primary school
Assessment and Reporting	Experience of use of assessment tools to identify next steps for deaf children	Experience of statutory and non-statutory assessment in primary school
Skills and qualities	Essential	
Teaching	<p>An outstanding classroom teacher or a good teacher with the potential to be an outstanding classroom teacher</p> <p>Confidence in using ICT as a tool for teaching, learning, assessment and administration</p> <p>Successful experience of teaching children with SEN, challenging behaviours and EAL</p>	
Personal, interpersonal and communication skills	<p>Ability to establish and develop positive relationships with all those involved in the school (including staff, parents/carers and governors) and with school partners.</p> <p>Demonstrate commitment to the school's wider community</p> <p>Ability to communicate to staff, parents/carers and governors and the wider community effectively in writing and orally</p> <p>Proven ability to relate well to children and to know and treat each child as an individual</p> <p>Flexible, approachable and resilient with a positive and energetic approach to work</p> <p>Commitment to one's own personal wellbeing, in particular the work-life balance</p>	

Attitudes	Essential
Education philosophy	<p>Committed to inclusive education</p> <p>Committed to raising the achievement of every child</p> <p>Committed to raising achievement through partnerships with parents/carers and Education Services</p> <p>Committed to continuing school improvement</p>
Equal opportunities	Committed to equality of opportunity for both pupils and staff
Safeguarding	Committed to safeguarding and promoting the welfare of children
Knowledge and understanding	Essential
Teaching and Learning	<p>Good knowledge and understanding of successful primary practice</p> <p>Good understanding of curriculum requirements, planning and development</p> <p>Sound understanding of assessment practice and use of data to inform learning and teaching</p> <p>Good understanding of how children learn and able to actively promote and support creativity and independence in learning</p>
Parents/Carers and Community	<p>Understanding the role which can be played by parents/carers in raising standards</p> <p>Understanding the role of the school in the wider community</p> <p>Understanding the challenges, difficulties and pressures facing parents/carers</p>

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced DBS check and satisfactory references