**Djanogly Learning Trust**

**Job Description**

**Djanogly Learning Trust Vision**

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

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| **Job title** | **Primary Teacher of the Deaf Teacher Pay Scale + TLR payment (£3,391 pro rata)** |
| **Hours and weeks** | 7.4 hours per week (0.2FTE) Term Time |

**Djanogly Values**

Employees who demonstrate a commitment to our core values of Excellence, Resilience and Innovation will:

* Embody the belief that every child has the right to an excellent education and constantly strive to give every child the best opportunity to succeed and prosper through their contribution to the Trust
* Recognise and demonstrate the importance of working hard, showing resilience and paying close attention to detail to ensure every child achieves their best.
* Strive for excellence by demonstrating a commitment to innovation, engaging in CPD and constantly striving to improve provision and outcomes for pupils.

**Djanogly Behaviours**

Employees will demonstrate their professionalism and promote a positive culture by:

* Behaving in a professional manner at all times
* Developing professional working relationships with all colleagues and stakeholders, showing understanding and mutual respect in all aspects of their role
* Taking personal responsibility by paying attention to the small things to intercept issues before they become a larger problem
* Resolving any issues in a professional, calm manner, seeking support where necessary and always demonstrating kindness and respect for others
* Starting and ending the day with the same emotional constancy with every interaction.

**Job Purpose:**

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| The Teacher job description is taken from the agreed DfE Teachers Standards September 2012.  Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.  As SEND Leader they will work with the support and direction of the Academy Leader and the Local Governing Body to promote the vision and strategic view for SEND at the academy, which will inspire and motivate staff, SEND pupils and their parents as well as wider members of the academy community. |

**Job Responsibilities:**

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| **PART ONE: TEACHING**  **A teacher must:**   1. **Set high expectations which inspire, motivate and challenge pupils**  * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.  1. **Promote good progress and outcomes by pupils**  * be accountable for pupil’s attainment, progress and outcomes * be aware of pupil’s capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study.  1. **Demonstrate good subject and curriculum knowledge**  * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil’s interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum * when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  1. **Plan and teach well-structured lessons**  * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s).  1. **Adapt teaching to respond to the strengths and needs of all pupils**  * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupil’s ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil’s education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.  1. **Make accurate and productive use of assessment**  * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupil’s progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.  1. **Manage behaviour effectively to ensure a good and safe learning environment**  * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupil’s needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  1. **Fulfil wider professional responsibilities**  * make a positive contribution to the wider life and ethos of the academy * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupil’s achievements and well-being. |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, by:  * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.  1. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality. 2. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |

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| **Teaching and Learning Responsibility Payments (TLR)**  A TLR payment is made in addition to substantive role as laid out in individual agreed job description. It is payable for undertaking a significant responsibility which:   * Is focussed on teaching and learning * Is not required of all classroom professionals * Requires you to exercise professional skills and judgment * Requires you to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum * Has an impact on the educational progress of all pupils * Involves leading, developing and enhancing the teaching practice of other staff   **Specific Duties and Responsibilities**  Main duties in relation to Teacher of the Deaf duties:   * To ensure that appropriate methods of communication are in place to support the children’s needs. * To liaise with staff to ensure the full inclusion of the deaf and hearing impaired children. * To ensure that hearing impaired children make good progress. * To lead and manage the Enhanced Resource Facility for Deaf and Hearing Impaired Children. * To manage the team of teaching assistants assigned to the ERF. * To liaise with agencies and parents as appropriate to manage the needs of the deaf and hearing impaired children. * To maintain relevant records and present reports for assessment and professional meetings. * To ensure that all equipment is working effectively. * To develop and maintain a deaf awareness culture in school. * To lead the teaching of BSL across the school |

**Djanogly Learning Trust General Requirements:**

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| **Policies and procedures**  You will comply with all policies and procedures at all times which include:   * ensuring the safeguarding of young people by adherence to the child protection and safeguarding policies. * ensuring all equality, diversity and health and safety requirements are upheld in the performance of your duties. * ensuring you comply with the Trust’s Staff Behaviour policy, including outside of work where applicable.   **Professional Development**   * You are required to undertake professional development as part of your job description. This includes contributing to regular ‘check ins’ and Journey to Excellence reviews with your J2E reviewer, proactively seeking professional development to improve your performance.   This job description is not a complete description of the role, as you are required to undertake any other reasonable duties as directed by the academy leader and the leadership team. |

**Djanogly Learning Trust**

**Person Specification**

In order to be considered for interview all essential criteria must be met.

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| **JOB TITLE** | **Primary Teacher of the Deaf: Teacher Pay Scale + TLR payment** |

**In addition to criteria required to hold substantive job role**

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| **Requirements** | **Essential** | **Desirable** | **Short listing criteria** |
| **Qualifications** | | | |
| Good honours Degree | X |  | X |
| Qualified Teacher Status – degree or equivalent | X |  | X |
| Masters qualification |  | X |  |
| Teacher of the Deaf qualification |  | X |  |
| British Sign Language Level 2 or above |  | X |  |
| National Award in Special Educational Needs coordination |  | X |  |
| **Experience** | | | |
| Experience in primary education | X |  | X |
| Experience of teaching in a diverse range of settings | X |  | X |
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| Experience of effectively meeting the needs of children with SEND who are vulnerable to underachievement | X |  |  |
| Experience of monitoring and evaluating impact of actions |  | X |  |
| Experience of engaging effectively with parents | X |  |  |
| **Knowledge and understanding** | | | |
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| Knowledge and understanding of how pupils learn | X |  |  |
| Comprehensive knowledge of the Primary National Curriculum and how to ensure children with hearing impairments have full access to the curriculum | X |  |  |
| Knowledge of planning and developing effective lessons | X |  |  |
| Knowledge of contributing to the design and provision of an engaging curriculum within the relevant subject areas |  | X |  |
| An understanding of adapting teaching to the needs of all pupils | X |  |  |
| An understanding of particular needs of pupils with SEN | X |  |  |
| An understanding of working with Deaf and Hearing Impaired children | X |  |  |
| Effective behaviour management with clear rules and structure to ensure a good and safe learning environment | X |  |  |
| Knowledge and understanding of using data to identify strengths and areas for development | X |  |  |
| **Skills and abilities** |  |  |  |
| Excellent teaching skills with clear communication to set goals and pupil expectation | X |  |  |
| An ability to use your own initiative | X |  |  |
| Excellent skills in the ability to use ICT programmes for teaching and learning and for data management and record keeping | X |  |  |
| Good personal organisation and prioritisation in planning and delivering change whilst managing workload | X |  |  |
| Good oral and written communication skills | X |  |  |
| Able to develop positive, trusting, supportive and appropriate relationships with pupils, parents and stakeholders | X |  |  |
| Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives | X |  |  |
| **Personal Qualities** | | | |
| Belief in the values and behaviours of DLT | X |  |  |
| Empathy | X |  |  |
| Evidence of continuing professional development | X |  |  |
| Commitment to equal opportunities and diversity in the performance of duties | X |  |  |