

THE PARTNERSHIP TRUST	
JOB DESCRIPTION & PERSON SPECIFICATION	
POST TITLE: Teacher of the Deaf	GRADE: MPR/UPR + SEN ALLOWANCE - TBC
RESPONSIBLE TO: HEADTEACHER	
DISCLOSURE LEVEL: ENHANCED	
EMPLOYEE:	
DATE:	

Main Purpose of the Job

- To ensure the education of a designated group of pupils with additional needs in accordance with the requirements of the School Teachers' Pay and Conditions document, the Trust's relevant conditions of employment, the school development plan and agreed policies established by the school and the governing body
- To raise the achievement of each pupil funded for the Hearing-Impaired Resource Base (HIRB)
- To lead, manage and work within part of a support team for hearing impaired children within the HIRB and mainstream setting

Main role

- Resource base teacher for pupils with an EHCP for the HIRB
- To liaise with the Head, SENCO, and a range of education personnel. Close working relationship with parents/carers, educational psychologists, audiologists and other medical personnel

Objectives

- To ensure all pupils are given the opportunity to achieve the aims defined in the school's vision
- To ensure pupil entitlement to the National Curriculum and to high standards of teaching
- To be committed to raising the standards of pupil achievement
- To ensure that all school and trust policies are adhered to

Responsibilities

- To uphold and demonstrate the local authority's commitment to mainstream education for pupils with Hearing impairment.

Inclusion

- To have oversight of the teaching and learning for hearing impaired pupils included in mainstream lessons, ensuring each pupil is placed in an appropriate class and has a broad and balanced curriculum which is suitably differentiated to meet their individual needs
- To lead and coordinate strategies to ensure the effective inclusion of pupils, through regular liaison to ensure mainstream teachers adopt the most effective teaching approaches to support deaf pupils in their learning within mainstream lessons
- To set up systems to assess and review the effectiveness of inclusion for each pupil; and take action to improve as appropriate

Teaching

- Provide direct teaching to individuals or groups to reinforce or clarify learning from mainstream lessons and provide specific differentiated teaching of Literacy, Numeracy, and cores skills
- To teach, prepare for, assess, and support hearing impaired pupils in mainstream classes across the whole curriculum ,and specifically within the HIRB in Literacy and Numeracy both key stages and to provide appropriate follow up
- To facilitate the development of language and communication skills
- To help each child develop their full potential and facilitate maximum access to the National Curriculum

Planning, Monitoring and Assessment

- To promote and participate in effective action planning for individual pupils
- To identify, monitor and evaluate progress against targets for each pupil. To track and analyse pupil data to identify the need for intervention
- To continually assess and monitor the educational needs of HIRB pupils and plan appropriate levels of integration and support

Liaison

- To liaise closely with other professionals including the medical audiologist at CHC (Children's Hearing Centre, WEHIP (West of England Cochlear Implant Team) Teacher of the Deaf , Educational Audiologist and Staff at the Service for Hearing Impaired Children
- To liaise closely with parents and provide and oversee appropriate pastoral support for the HIRB pupils
- To liaise effectively with other Professionals and agencies, such as educational psychologists, speech therapists, audiologists and medical staff who are also involved with the HIRB pupils
- To liaise both formally and informally with school colleagues in order to encourage and support the inclusion of hearing-impaired pupils into mainstream classes, to ensure mainstream teachers identify and adopt the most effective teaching approaches to support deaf pupils
- To represent the needs of the hearing-impaired pupils to the Headteacher and staff of the school, the SENCO, the educational psychology service, the sensory support service and any other services involved with the pupils

Equipment

- To oversee and monitor the daily maintenance of hearing aids, cochlear implants and radio aids and other audiological equipment used by the children. To ensure daily checks of audiological equipment are in place for each pupil
- To develop each pupil's independence in audiological management and reporting faults
- To be responsible for the requisition and replacement of appropriate equipment when necessary

Management of other staff

- To oversee and manage the work of Teaching Assistants and key support staff linked to the provision and monitor each pupil's progress and well-being
- To ensure appropriate levels of support are in place in order to raise pupil achievement
- To help plan effective timetables for all HIRB staff and coordinate the contributions from other professionals
- To participate in meetings arranged for any of the purposes described above

Training & Professional development

- To lead professional development which focuses on the needs of hearing-impaired pupils. This will involve providing training programmes for all mainstream staff on
 - Deaf awareness
 - The upkeep and maintenance of audiological equipment
 - The specific interventions to meet the needs of individual pupils with HI and additional needs.to include: - language disorders, speech and language needs, Autism Spectrum Condition and physical and sensory difficulties.

Extended Transition

- To ensure the effective transition of new pupils into the HIRB and from the HIRB to secondary provision.

Other

- To oversee the transport arrangements to and from school for HIRB children
- To play a full part in the wider life of the school

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Mandatory Qualification for Teacher of the Deaf • Evidence of CPD and commitment to further professional development • British Sign Language Level 2 	<ul style="list-style-type: none"> • British Sign Language Level 3 or above • Evidence of relevant INSET and commitment to further professional development
Experience	<ul style="list-style-type: none"> • Teaching primary phase • Teaching deaf children and children with SEND 	<ul style="list-style-type: none"> • Experience of teaching in Key Stage One & Two • Experience of working within a Hearing-Impaired Resource Base within a mainstream primary school
Knowledge and understanding	<ul style="list-style-type: none"> • Up to date knowledge of issues related to deaf pupils. • Knowledge of recent Government Initiatives and their implication for the education of deaf pupils. • An understanding of the needs of primary age children with SEND including children with a range of hearing impairments • Good understanding of statutory requirements for SEND as laid out in the SEND Code of Practice • Good signing skills (BSL/SSE) and deaf awareness • Effective teaching and learning styles • Good knowledge of theory and practice of providing effectively for the individual needs of all children from SEND/vulnerable learners to higher ability learners (e.g. classroom organisation and learning strategies) 	<ul style="list-style-type: none"> • To have contributed towards whole school development plans and policies

	<ul style="list-style-type: none"> • Planning and preparation of teaching and learning activities informed by National Curriculum framework • Good working knowledge of monitoring, assessment, recording and reporting of children’s progress; • Equal Opportunities, Health & Safety, and Child Protection legislation • An understanding of the purpose and application of Individual Education Plans • Gaining an understanding of Inclusive practice – nurture approaches, attachment theory and behaviour management strategies 	
<p>Skills</p>	<ul style="list-style-type: none"> • Evidence of high motivation and commitment to further the needs of deaf pupils • A commitment to a child centred approach to education • Ability to create a positive classroom ethos. An awareness of pupils’ wellbeing and mental health • Ability to learn new skills and implement new school improvement initiatives • Ability to observe and identify learning needs and employ teaching styles to ensure progress • Ability to create a happy, challenging and effective learning environment • Ability to plan, organise and resource a stimulating learning environment for individuals/ groups of children and deliver, evaluate and assess learning 	<ul style="list-style-type: none"> • Able to develop strategies for creating community links • Ability to use ICT knowledge to enhance learning • Willingness to share expertise, skills and knowledge and ability to encourage others • Openness and willingness to address and discuss relevant issues and to deal with challenging questions • Willingness to maintain a personal commitment to professional development linked to the aspects relevant to the post

	<ul style="list-style-type: none"> • Ability to analyse and present data to assess performance and progress • Ability to demonstrate and foster good personal relationships within a team • Ability to establish and develop positive relationships with children, parents, governors and the community • Ability to demonstrate effective communication skills to suit a variety of audiences • Ability to manage the audiology equipment including being able to troubleshoot technical issues • Ability to manage own work load effectively and respond swiftly to tight deadlines 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • To work collaboratively as part of a team • To possess good interpersonal skills • To maintain and further develop links with parents, community, other professionals and external services • Positive, enthusiastic and self-motivated for improvement • High expectations of self and others • Ability to inspire and motivate others • Sensitive to the aspirations, needs and self-esteem of others • Willingness to engage in the full life of the school 	