

Job Description

Job Title	Teacher of the Deaf
School	Oaks Park High School
Reports to	SENCO/Deaf Provision Manager
Liaising with	Headteacher/Deputy & Assistant Headteachers, SENCO, LBR staff, teaching & support staff professionals and parents
Knowledge/Skills/Expertise	
<ul style="list-style-type: none"> ● To provide specialist teaching support to students within the deaf provision. ● To advise visiting professionals involved with deaf students on the educational implications of deafness and the promotion of language (spoken & signed), communication and literacy skills in deaf children in order to maximise curriculum access. ● To use appropriate communication methods with all children in accordance with parental wishes and the communication policy of the provision. ● To plan and deliver specialist teaching and interventions to deaf students. ● To monitor progress and use data to inform intervention and teaching delivery. ● To advise on using specialist equipment, including hearing aids /radio aids/cochlear implants/ sound field systems, ensure appropriate skills training for children, and ensure routine maintenance of such equipment. 	
Main Areas of Responsibility and Accountability	
<p>Working alongside and under the direction of the SENDCO/Deaf Provision Manager, to support the strategic and operational delivery of the Deaf Provision, which includes a wide range of areas, from policy development to teaching and learning, staff management, and collaboration with various stakeholders:</p> <ul style="list-style-type: none"> ● Development and monitoring of policy and practice in the Deaf Provision, following the Deaf Provision Implementation Plan and relevant legislation and guidance. ● To provide advice and feedback to the SENDCO/Deaf Provision Manager to ensure the provision is designed, equipped, and set up to meet the needs of deaf students. ● Contribute towards ensuring the provision complies with statutory legislation, including High Needs Funding, the Child and Family Act 2014, SEND Code of Practice 2015, NATSIP guidance, OFSTED requirements, and quality standards set by organisations like the National Deaf Children's Society and NATSIP. ● Support with establishing clear transition pathways into the provision for Deaf students. ● Promoting the Deaf Provision as a strong option for Deaf children who are sign language users and require this to access their education. ● Support with leading the development of effective teaching, learning, and access strategies across the curriculum for deaf students. ● Contribute to the planning and delivery of staff CPD, to meet the needs of Deaf learners across subject areas. ● Ensuring the provision is continually prepared for OFSTED inspections. ● Acting as an outstanding role model and leading practitioner to inspire and motivate staff. ● Setting high expectations for teaching and learning for Deaf learners and monitoring their achievement. ● Supporting and developing all staff to meet the needs of Deaf learners. ● Modeling school policies and practices within the Deaf Provision. ● Fostering a positive ethos for learning and a 'can-do' culture for all students. ● Supporting staff in developing creative approaches to ensure full curriculum access for Deaf students. ● Promoting the values and achievements of the Deaf Provision to the wider community. ● Supporting the SENDCO/Deaf Provision Manager with the professional development of mainstream 	

school staff in meeting the needs of Deaf pupils in their classrooms.

- Managing communication and collaboration with parents/carers and other professionals involved in supporting Deaf students.
- Facilitating social and academic inclusion of Deaf students in the school community.
- Ensuring appropriate and effective pupil reviews within the Deaf Provision, following the SEN Code of Practice.
- Supporting the transition of Deaf students within and between schools.

Supporting the School:

- Contribute to the development of school policy.
- Ensure representation of the department on school working parties.
- Represent the department at appropriate meetings within the school.
- Contribute towards the strategic development of the provision within the school.
- Contribute to school liaison and marketing activities, e.g. material for prospectuses and attendance at Open Evenings.
- Attend all Parents' Evenings as appropriate.
- Provide information to the Governing Body as requested.

Resources:

- Assist the SENDCO/Deaf Provision Manager in managing accommodation within the department to ensure that the Department's teaching commitments are effectively and efficiently timetabled and roomed.
- Assist the Team Leader in ensuring that accommodation within the department is maintained to provide the best possible learning environment for the students.
- Contribute towards ensuring that the department obtains 'value for money' when ordering equipment and stock.

Health and Safety:

- Ensure that risk assessments are carried out within your teaching area.
- Ensure that Health and Safety policies and procedures are adhered to.

Pupil Outcomes:

- Help set targets for performance at the appropriate key stage.
- Make use of analysis and evaluate performance data provided.
- Arrange for all students to be entered for public examinations at an appropriate level.
- Set internal examinations in line with your post and provide assessment information based on the results.
- Assist in the production of reports on examination performance, including the use of value-added data.
- Put into place arrangements for monitoring assessments and ensuring that moderation takes place. training
- Support in successfully applying for the correct access arrangements to ensure that Deaf students are able to access public exams.

Pastoral System

- Support the pastoral team in the pastoral care and behaviour managements of Deaf students within the school.

Teaching

- To meet all Professional Teachers' Standards.
- Undertake an appropriate programme of teaching in accordance with school policy.

Additional Duties:

- Play a full part in the life of the school community.
- Contribute towards the extracurricular life of the school in a way that is meaningful for the Deaf provision.

Other Specific Duties:

- The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and the job title.



Person Specification

Job Title	Teacher of the Deaf
School	Oaks Park High School
Qualification and Training	
<p>Essential:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • QToD Qualification or commitment to train as a Teacher of the Deaf (funded by the school) • CACDP Level 2 Qualification in BSL with commitment to work towards Level 3 (funded by the school) • Evidence of change in practise as a result of involvement in CPD <p>Desirable:</p> <ul style="list-style-type: none"> • Further qualifications appropriate to the role • Teacher of the Deaf qualification • CACDP Level 3 Qualification in BSL 	
Experience	
<p>Essential:</p> <ul style="list-style-type: none"> • Experience of teaching Deaf students • Experience of teaching children with disability • Experience of using assessment tools to identify next steps for Deaf children <p>Desirable:</p> <ul style="list-style-type: none"> • Experience of teaching Deaf Children in secondary schools • Experience of statutory and non-statutory assessment in secondary school • Experience of managing others 	
Skills and Qualities	
<p>Essential:</p> <ul style="list-style-type: none"> • An outstanding classroom teacher or a good teacher with the potential to be an outstanding classroom teacher • Confidence in using ICT as a tool for teaching, learning, assessment and administration • Successful experience of teaching children with SEN, challenging behaviors and EAL • Ability to establish and develop positive relationships with all those involved in the school (including staff, parents/carers and governors) and with school partners. • Demonstrate commitment to the school's wider community • Ability to communicate to staff, parents/carers and governors and the wider community effectively in writing or orally • Proven ability to relate well to children and to know and treat each child as an individual • Flexible, approachable and resilient with positive and energetic approach to work • Commitment to one's own personal wellbeing, in particular the work-life balance 	

Attitudes

Essential:

- Committed to inclusive education
- Committed to raising the achievement of every child
- Committed to raising achievement through partnerships with parents/carers and Education Services
- Committed to continuing school improvement
- Committed to equality of opportunity for both pupils and staff
- Committed to safeguarding and promoting the welfare of children

Knowledge and Understanding

Essential:

- Good knowledge and understanding of successful Deaf education
- Good understanding of curriculum requirements planning and development
- Sound understanding of assessment practice and use of data to inform learning and teaching
- Good understanding of how children learn and able to actively promote and support creativity and independence in learning
- Understanding the role which can be played by parents/carers in raising standards
- Understanding the role of the school in the wider community
- Understanding the challenges, difficulties and pressures facing parents/carers

Please sign to indicate you have read and understood the job description and person specification for this position.

Signed..... Date.....