



**LYDIATE  
LEARNING  
TRUST**

ENGAGE, ENABLE,  
EMPOWER



**KNOTTY ASH  
PRIMARY  
SCHOOL**

& DEAF RESOURCE BASE

LYDIATE  
LEARNING TRUST

## Applicant Information Pack

# Teacher of the Deaf (part time) Knotty Ash Primary School



<b>Start Date:</b>	<b>01 September 2026</b>
<b>Closing Date:</b>	<b>8:00am, Monday 06 July 2026</b>
<b>Shortlisting:</b>	<b>Monday 06 July 2026</b>
<b>Proposed Interview Date:</b>	<b>Thursday 09 July 2026</b>
<b>Post Scale:</b>	<b>MPS / UPS</b>
<b>Salary:</b>	<b>£32,916 - £45,352 FTE / Pro rata Plus, SEN allowance</b>
<b>Contract Term</b>	<b>Part Time / Monday – Friday 8:30am – 12:00 noon Fixed term to 31 August 2027</b>



**KNOTTY ASH  
PRIMARY  
SCHOOL**  
& DEAF RESOURCE BASE  
  
LYDIATE  
LEARNING TRUST

## Welcome from the Headteacher



Dear Applicant,

I am delighted you are considering an application to join the team of staff at Knotty Ash Primary School: part of the Lydiate Learning Trust.

As a one-form entry school, we are small enough to be a family. Everyone at Knotty Ash is very proud of the school's ethos, which values respect and fun; relationships between staff and pupils are mutually supportive. At the heart of everything we do is a belief in our duty to develop the whole child.

The successful candidates will be working alongside ToD, DEI and team of TAs in primary DRB, across the age-range of children in Primary School. As necessary, supporting Deaf children within mainstream classes, delivering reverse inclusion and supporting the school's inclusive ethos by leading shared mainstream and DRB activities.

Our academic expectations are high, and we strive to support each child to achieve their full academic potential. We also offer a broad curriculum which values investigation, curiosity and creativity. In addition, there are a lot of opportunities for children to grow as responsible and valuable citizens - as they get older, they have opportunities to be play leaders and reading buddies for our younger pupils, as well as taking active roles in the life of the school e.g. School council, librarians, subject councils (see our Pupil Power section). We hold Arts Weeks, Health & Sports Weeks and themed days to empower children, no matter what their individual talent or interest. We also have links within the local community (with St John's Church, Alder Hey Hospital, Hope University and Bright Park) which further enrich opportunities for our children. Our aim is to help develop well-rounded, confident and resilient young people so we also offer Massage and relaxation, Guitar (y3-6) and Spanish as part of the curriculum.

A very important part of Knotty Ash Primary is our Deaf Resource Base provision, with space for 19 deaf children. While each is an integral member of their mainstream class, we also have the expertise and facilities to cater for their individual learning needs with specialist staff. Every child in school, from Nursery upwards, learns to communicate in British Sign Language - a wonderful life-skill! We have a school signing choir and are also affiliated to the Liverpool Signing Choir.

Alongside, and no less important, is our excellent performance. We work hard to ensure that Knotty Ash offers a friendly, welcoming and enriching environment for all.

Whilst we are proud of our achievements, we strive to improve year on year whilst maintaining the happy atmosphere for which we are renowned. We match our goals by the whole school community working together as a team.

Our people are at the heart of our success. We have developed a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level to senior leadership.

If you feel you are up to the challenge, keen to do well and would enjoy working at Knotty Ash Primary School, then please apply.

We do hope you are that special person we are looking for and we look forward to hearing from you.

With very best wishes,



**Roanne Clements**  
**Headteacher**



## About Us

Our **mission** is to engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passions. We aim to **Engage, Enable** and **Empower** all learners, young and old, across Lydiate Learning Trust to ensure our schools are outstanding.

## Our Values

Our values guide the decisions we make every day.

- **RESPECT FOR OTHERS** - Show respect for and value all individuals for their diverse backgrounds, experiences, styles, approaches, ideas and beliefs.
- **TRUST** - We build trust through responsible actions and honesty.
- **PERSONAL ACCOUNTABILITY** - Take personal accountability for behaviour, actions, words and results.
- **SOLUTION FOCUSED** - Focus on finding solutions and achieving great things.
- **CAN DO ATTITUDE** - Adopt a determined attitude and work hard to get the job done.
- **COLLABORATION** - We achieve more when we work together, support each other and collaborate.
- **COMMITMENT TO SELF AND OTHERS** - Personal commitment to success and wellbeing of others in your class or team.
- **RESILIENCE** - We strive harder and are more determined to overcome challenges.
- **PRIDE** - Be proud of being part of Team Lydiate, celebrating your own and others' success.

## Our Aims

We pride ourselves on our values and always try to do what is right, so that all learners reach their full potential, regardless of their starting point.

### ENGAGING

1. Engaging with all learners, breaking down barriers, to develop an intrinsic love of learning.
2. Engaging with staff so that they are highly valued and listened to.
3. Engaging with families so they can work alongside their child and school on the learning journey.

### ENABLING

1. Enabling all of our staff, and those in other academies, to reach their potential through effective CPDL, providing first class quality experiences for all.
2. Enabling a happy, safe, supportive environment for all.

### EMPOWERING

1. Empowering learners to take personal responsibility for their future, with a lifelong love of learning.
2. Empowering learners with the tools for academic success and happiness.
3. Empowering learners to develop the self-esteem and confidence which are necessary for a full and happy life.
4. Empowering learners to have a pride in their work, respect for their surroundings and good relationships with others at school and in the local and wider community.
5. Empowering leaders at all levels to lead ethically, with high levels of perseverance, proficiency and integrity.
6. Empowering the wider community to work alongside us to our mutual benefit.

## We can we offer you

At Lydiate Learning Trust, we take pride in our inclusive culture. We believe in recruiting talented and capable individuals, developing them to achieve their career ambitions, and thereby engaging, enabling, and empowering our young people. Our staff play a crucial role in ensuring the future success of our students and our Trust. We are proud to have created an environment that prioritises young people and fosters growth and development for all.

Lydiate Learning Trust is forward-thinking, and if you join our team, your professional development will be as important to us as it is to you. We aim to equip our staff to deliver their best by offering a generous benefits and training package. We offer:

- ❖ A future vision map and professional development
- ❖ A highly competitive salary
- ❖ A staff development programme and appropriate CPDL
- ❖ Excellent occupational health and employer assistance programme
- ❖ Cycle and Technical salary sacrifice scheme
- ❖ Family friendly policies
- ❖ Union recognition
- ❖ A friendly Trust which looks after the wellbeing of its staff
- ❖ Coaching (internal and external to the Trust)
- ❖ A high quality and supportive onboarding programme
- ❖ A modern and relevant approach to appraisal
- ❖ Annual Flu Jobs
- ❖ An excellent Pension Scheme
- ❖ Personal recognition and reward

## Safeguarding

The Lydiate Learning Trust is strongly committed to Safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment and maintain a vigilant and safe environment.

All staff will be expected to follow the school's child protection policy, code of conduct for adults and managing allegations against staff procedures. All posts are subject to an enhanced DBS check and medical clearance.

## Equal Opportunities

Lydiate Learning Trust is an equal opportunities employer. The aim of our policy is to ensure that no job applicant or employee receives less favourable treatment on the grounds of sex, sexual orientation, marital status, race, religion, colour, nationality, ethnic or national origins or disability or is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

To assist us in monitoring the operation of our equal opportunities policy, and for no other reason, please ensure you complete the Equal Opportunities Form during the application process.

## How to apply

If you are interested in joining us on our journey, please apply by completing the online application form on our [career site](#).

## Job Description – Teacher of the Deaf

<b>Purpose</b>	<p>Through high-quality specialist teaching to effectively improve the educational, communicative and social development of individual Deaf children within the Base. This should be within the framework provided by the Local Authority, with regard to all statutory requirements.</p> <p>Responsibility for the day-to-day management of DRB support staff.</p>
<b>Salary</b>	MPS / UPS plus SEN
<b>Working hours</b>	Part time 0.6 / Monday – Friday 8:00am- 12:00 noon
<b>Reporting to</b>	Headteacher/Deputy Headteacher/ Head of DRB
<b>Main Duties</b>	<ul style="list-style-type: none"> <li>• To effectively assess deaf children’s individual language profiles and set appropriate short-, medium- and long-term language targets. To plan, directly teach and deliver programmes of work based on these targets, in accordance with national and school curriculum policies.</li> <li>• To jointly plan and liaise with mainstream staff to ensure that deaf children experience an inclusive, broad, balanced, relevant and stimulating curriculum.</li> <li>• To jointly plan with mainstream staff for appropriate differentiation to offer mainstream opportunities appropriate to each child.</li> <li>• To offer a learning experience that fosters a positive deaf identity, matches the individual learning style and needs of deaf children and provides each deaf child with the opportunity to reach their full potential in all areas of the curriculum.</li> <li>• To ensure that deaf children’s work is closely linked to first-hand practical experience and provides opportunities to develop understanding, communication and self-confidence.</li> </ul>
<b>Other duties</b>	<ul style="list-style-type: none"> <li>• To effectively assess deaf children’s individual language profiles and set appropriate short, medium and long term language targets. To plan, directly teach and deliver programmes of work based on these targets, in accordance with national and school curriculum policies.</li> <li>• To jointly plan and liaise with mainstream staff to ensure that deaf children experience an inclusive, broad, balanced, relevant and stimulating curriculum.</li> <li>• To jointly plan with mainstream staff for appropriate differentiation to offer mainstream opportunities appropriate to each child.</li> <li>• To offer a learning experience that fosters a positive deaf identity, matches the individual learning style and needs of deaf children and provides each deaf child with the opportunity to reach their full potential in all areas of the curriculum.</li> <li>• To ensure that deaf children’s work is closely linked to first-hand practical experience and provides opportunities to develop understanding, communication and self-confidence.</li> <li>• To undertake regular checks of deaf children’s personal and educational amplification systems, where these are used.</li> <li>• To regularly assess deaf children’s progress using APDR process, maintain accurate records and provide written reports to parents/carers and outside agencies, regarding the children’s progress and attainment.</li> <li>• To prepare reports for EHC plans and Annual Review meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>To arrange for resources, equipment and educational materials to be available in such a way that they are properly cared for, easily accessible and will encourage deaf children to become independent learners.</li> <li>To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation and discipline.</li> <li>To facilitate, plan, deliver and prepare deaf children for a successful transition between different educational phases.</li> </ul>
<b>General Duties</b>	<ul style="list-style-type: none"> <li>To provide subject leadership in an area of the curriculum (to be agreed)</li> <li>To ensure that the school's aims and objectives relating to curriculum and discipline are promoted in everyday classroom organisation and practice.</li> <li>To comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection.</li> <li>To contribute to the overall inclusive ethos/work/aims of the school</li> <li>To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> </ul>

*The above requirements are specific to the role and complement the current duties for this position. It is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job that are commensurate with the salary and job title.*

## **Person Specification – Teacher of the Deaf**

<b>Qualifications &amp; Training</b>	
Qualified Teacher status (QTS)	E
Teacher of the Deaf qualification (or enrolment on Teacher of the Deaf training)	E
Experience of teaching deaf children, including those with additional SEN	E
British Sign Language (BSL) Level 3	E
Holds an additional qualification in a related specialist field (e.g. Master's degree, Early Years, SEN)	D
British Sign Language (BSL) Level 6	D
<b>Knowledge &amp; Experience</b>	
Experience of teaching deaf children, including those with additional SEN	E
Successful recent teaching experience at Primary/Foundation stage level	E
Knowledge and experience of a range of specialist language assessments, planning, monitoring, and record-keeping strategies appropriate for deaf children	E
Knowledge and experience of maintaining audiological equipment and achieving an optimal acoustic environment	E

Recent and relevant experience of working in a specialist deaf education setting, such as a Deaf Resource Provision or a sign-bilingual educational setting	D
<b>Skills &amp; Aptitudes</b>	
Evidence of accelerating the progress of underachieving pupils	E
A positive and inclusive approach to behaviour management	E
Strong interpersonal skills and the ability to work effectively with colleagues, outside agencies, and parents/carers	E
Resilience and flexibility	E
Self-motivation and the ability to motivate others	E
Ability to provide subject leadership in a given area of the curriculum	E
Commitment to continuing professional development	E
<b>Essential Requirements</b>	
Positive recommendation from all referees, including current employer	E
Enhanced DBS	E
Medical clearance (following an initial offer of appointment)	E