

ICKNIELD PRIMARY SCHOOL

Job Description and Person Specification

Qualified Teacher of the Deaf

Job Title	Teacher of the Deaf
Grade	Main Pay Scale (MPS) + SEN Allowance
Responsible to	Headteacher / Senior Leadership Team
Location	Icknield Primary School, Birdsfoot Lane, Luton, LU3 2JB
Contract	Permanent / Fixed Term
Hours	Full time

About Icknield Primary School and the Deaf Provision

Icknield Primary School is a maintained primary school in Luton, committed to providing an inclusive, high-quality education for all pupils. The school is home to a well-established Deaf Provision, supporting hearing impaired pupils from Early Years through to Year 6.

The Deaf Provision serves up to 15 hearing impaired pupils across the school, supported by a specialist team of Educational Communicators. The provision is integral to the school's commitment to inclusion and to meeting the statutory requirements of each pupil's Education, Health and Care Plan.

We are seeking an experienced and highly skilled Teacher of the Deaf to lead and develop the provision, ensuring every hearing-impaired pupil achieves their full potential.

Job Purpose

To lead, manage, and deliver aspects of the Icknield Primary School Deaf Provision, providing specialist teaching and coordination across the full age range from Early Years to Year 6. The postholder will be responsible for the day-to-day organisation of the provision, the deployment and development of specialist support staff, and the direct teaching of hearing-impaired pupils, ensuring provision is of the highest quality, meets each pupil's individual needs, and fully complies with statutory SEND requirements.

1. Leadership and Management of the Deaf Provision

- Lead and manage aspects of the day-to-day operation of the Deaf Provision, ensuring high-quality, child-centred delivery across all year groups from Early Years to Year 6.
- Deploy, manage, and professionally develop Educational Communicators and specialist support staff within the provision.
- Set clear expectations for standards, practice, and outcomes across the provision team, fostering a culture of high aspiration for hearing impaired pupils.
- Act as the strategic lead for hearing impairment within the school, informing the Headteacher and SLT on provision development, resource requirements, and emerging needs.
- Contribute to whole-school SEND strategy, working closely with the SENCo to ensure the Deaf Provision is fully integrated within the school's SEND framework.
- Maintain and develop provision documentation, policies, and procedures in line with best practice and statutory requirements.

2. Teaching and Learning

- Plan and deliver specialist teaching programmes that address the specific language, communication, literacy, and learning needs of hearing-impaired pupils.
- Design and implement evidence-based programmes for language development, concept development, speech, and articulation, tailored to individual pupil needs.
- Reinforce and extend learning from integrated mainstream classroom settings through targeted withdrawal and in-class support.
- Differentiate and adapt curriculum content to ensure all hearing-impaired pupils access the full breadth of school provision at the appropriate level of challenge.
- Use a range of communication approaches including spoken language, sign-supported communication, and British Sign Language as appropriate to individual pupil need.

3. Assessment, Planning and Review

- Devise, implement, monitor, and review individual education plans and provision maps for each hearing-impaired pupil, in collaboration with class teachers and the SENCo.
- Contribute to statutory assessment processes, EHC plan reviews, and Annual Review reports, providing high-quality written reports and professional recommendations.
- Track and analyse pupil progress data, evaluating the impact of specialist interventions on outcomes and adjusting provision accordingly.
- Maintain accurate, up-to-date records of pupil progress, provision, and communication with external professionals.

4. Collaboration, Liaison, and Partnership

- Work collaboratively with class teachers across all year groups to support hearing impaired pupils in mainstream settings, building teacher confidence and capability through training, modelling, and professional discussion.

- Liaise closely with the Headteacher, SLT, and SENCo to ensure provision is aligned with school improvement priorities and the needs of individual pupils.
- Build strong, supportive relationships with parents and carers of hearing-impaired pupils, keeping them well-informed, involved in planning, and supported throughout their child's education.
- Liaise with Luton DCYPS (Deaf Children and Young People Services) and other Local Authority bodies as required, including the LA sensory support service, educational psychologists, and SEND advisers.
- Coordinate with external professionals including audiologists, speech and language therapists, health teams, and specialist advisory teachers, ensuring a joined-up approach to each pupil's support.
- Undertake outreach and liaison activities as directed by the Headteacher or SLT, including liaison with pre-school settings, transition planning, and support for families prior to school entry where appropriate.
- Engage with LA processes, multi-agency meetings, and other professional forums as instructed by the Headteacher or SLT.

5. Technical and Specialist Responsibilities

- Regularly check, monitor, and maintain records of the effectiveness of hearing aids, radio aids, sound-field systems, and other assistive technology used by pupils.
- Liaise with audiologists and equipment providers to ensure technology is functioning correctly and that any concerns are acted upon promptly.
- Maintain current knowledge of developments in deaf education, communication approaches, audiological technology, and relevant research.

6. Compliance, Safeguarding, and Professional Standards

- Ensure the Deaf Provision operates in full compliance with the SEND Code of Practice 2015, the Children and Families Act 2014, the Equality Act 2010, and all relevant statutory guidance.
- Uphold the school's safeguarding policies and procedures at all times, ensuring the welfare of hearing-impaired pupils is paramount.
- Contribute to Ofsted inspection readiness for SEND and specialist provision.
- Comply with all school policies including equal opportunities, health and safety, and data protection (UK GDPR).
- Undertake any other duties reasonably requested by the Headteacher or SLT commensurate with the grade and purpose of the post.

Person Specification

E = Essential (without which the candidate would not be shortlisted) | D = Desirable (used to distinguish between strong candidates)

Qualifications and Training

Criterion	E / D	Assessed by
Qualified Teacher Status (QTS)	E	Proof of qualification
Recognised Teacher of the Deaf qualification (e.g. PGCE/MEd Deaf Education, BATOD-recognised)	E	Proof of qualification
CACDP / RSLI BSL Stage I or equivalent sign language qualification	E	Proof of qualification
CACDP / RSLI BSL Stage II or above	D	Proof of qualification
Evidence of relevant continuing professional development in deaf education or SEND	D	Application / interview

Experience

Criterion	E / D	Assessed by
Recent, substantial experience of teaching hearing impaired pupils	E	Application / interview
Experience of working across primary age range (EYFS to KS2)	E	Application / interview
Experience of leading or managing a specialist provision or team	E	Application / interview
Experience of writing EHCP advice, Annual Review reports, and statutory assessment contributions	E	Application / interview
Experience of working with audiologists, speech and language therapists, and LA SEND teams	E	Application / interview
Experience of both mainstream and special school or resourced provision settings	D	Application / interview
Experience of pre-school or early years hearing impaired support	D	Application / interview
Experience of working with families in a home or outreach context	D	Application / interview

Skills and Abilities

Criterion	E / D	Assessed by
Ability to plan and deliver high-quality specialist teaching programmes for hearing impaired pupils across all primary phases	E	Application / interview
Strong knowledge of language development approaches, audiology, and communication methodologies for hearing impaired pupils	E	Application / interview
Ability to lead, manage, deploy, and develop a team of support staff	E	Application / interview
Ability to work collaboratively with mainstream class teachers, building their confidence and capability	E	Application / interview
Strong written communication skills for reports, EHCP contributions, and professional correspondence	E	Application / interview
Ability to analyse pupil progress data and use it to inform provision planning	E	Application / interview
Ability to build positive, productive relationships with parents, carers, and external professionals	E	Application / interview
Ability to manage competing priorities and organise time effectively across teaching, leadership, and administration	E	Application / interview

Knowledge and Understanding

Criterion	E / D	Assessed by
Thorough knowledge of the SEND Code of Practice 2015 and the Children and Families Act 2014	E	Application / interview
Understanding of EHC plan processes, statutory assessment, and Annual Review requirements	E	Application / interview
Knowledge of the National Curriculum and its application for hearing impaired pupils across EYFS, KS1, and KS2	E	Application / interview
Current knowledge of hearing aid technology, radio aid systems, and assistive technology used in schools	E	Application / interview
Understanding of safeguarding requirements and commitment to child protection	E	Application / interview
Knowledge of LDCYPS structures (formerly LDCYPS) and LA SEND processes	D	Application / interview

Personal Qualities

Criterion	E / D	Assessed by
High aspirations for hearing impaired pupils and a clear commitment to inclusive education	E	Interview
Resilient, self-motivated, and able to work effectively under pressure	E	Interview
Collaborative team player with the confidence to lead	E	Interview
Reflective practitioner committed to ongoing professional development	E	Interview
A positive, solution-focused approach to challenges	E	Interview

Equal Opportunities and Safeguarding

Ickniel Primary School is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

The school is committed to equal opportunities in employment and service delivery. We welcome applications from all sections of the community. Reasonable adjustments will be considered for applicants with a disability in accordance with the Equality Act 2010.

The postholder must ensure that Luton Borough Council's policies are reflected in all aspects of their work, in particular those relating to: Equal Opportunities; Health and Safety; and Data Protection / UK GDPR.

Ickniel Primary School | Birdsfoot Lane, Luton, LU3 2JB | Tel: 01582 534000 | www.icknielprimary.co.uk

This job description is not exhaustive. It will be reviewed periodically and may be amended following consultation with the postholder.