

Job Description

Job Title:	Teacher of the Deaf
Responsible To:	SENCO
Hours:	Full Time
Latest Review Date:	January 2025

This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.

This post is part of the School's teaching structure. The post holder will actively support the School's 'Raising Achievement for All' culture and participate in whole School self-evaluation and development.

The responsibilities for teaching and the QTOD role will be based on the requirements of the Hearing Support provision.

The broad purpose of this post will include:

- Raising standards of student achievement within the School.
- Undertaking the professional duties of a teacher.
- Undertaking duties/roles and responsibilities assigned to him/her by the Headteacher.

Main Purpose:

- To facilitate the day to day running of the Local Authority Deaf and Hearing-Impaired Provision within the school.
- To teach Deaf and Hearing-Impaired students.
- To teach specialist subject.

Generic responsibilities:

- Teach subject specialism in mainstream classes
- Responsibility to promote and safeguard the welfare of students in line with the school Safeguarding and Child Protection policy.
- To promote and be committed to the school's aims and objectives.
- To maintain and contribute to the development of school policies and procedures.
- To implement whole school policies, including behaviour, teaching and learning assessment, safeguarding and equal opportunities.
- To promote and be committed to securing high expectations for learning and the raising of achievement.
- Participate in Performance Review within the school Appraisal system.
- Carry out a share of supervisory duties in accordance with published rosters.
- Abide by the School Staff Code of Conduct at all times.
- Participate in appropriate meetings with colleagues and parents relative to professional duties.
- Ensure the learning experience of students is an enjoyable one.
- Ensure effective learning and teaching to maximise opportunities.
- Ensure effective resource preparation, marking, assessment and record keeping.
- Provide reports to Parents and Carers as required.
- Act as a positive, professional role model.
- Ensure students have the opportunity to contribute to the self-evaluation process.
- Play a part in the School's health and safety procedures.
- Carry out other relevant and appropriate tasks as directed by the Headteacher.

Specific Responsibilities:

- Ensure that the Hearing Impaired Provision meets the Quality Standards as set out by the local authority.
- Be responsible for the academic progress and emotional well-being of all students within the provision and monitor those in school which have a diagnosis of a hearing loss.

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- To support deaf young people's independence and where necessary deliver the specialist deaf curriculum framework
- Support a Total Communication environment, using oral methods or in a sign supported environment including BSL as appropriate for the individual student and according to parental preference.
- Track, monitor progress and provide evidence of student attainment as required by the school and Local Authority.
- To assist in the collection and collation of information required by school/ local authority for service delivery purposes.
- To produce reports on the provision as requested by school and local authority.
- Ensure that the school website has up to date and relevant information for Deaf and Hearing-Impaired students and their families.
- Work in partnership with class teachers and other staff in planning for effective curriculum delivery by providing training for Deaf Awareness and strategies to meet specific needs as required.
- Offer support and advice on all aspects of hearing impairment, hearing aids and cochlear implants to mainstream teachers, students and parents.
- Advise and observe for good **deaf awareness** classroom practice for Deaf and Hearing Impaired students to ensure they have full access to the curriculum.
- Monitor and provide appropriate professional development for all staff.
- To understand and maintain **hearing aids/ devices** and **ALDs** FM/Audiological equipment systems and provide advice and support to class teachers, students and their families as to their best use of such.
- To contribute to the purchase of specialist resources, for use with all students with a hearing loss.
- Ensure that Deaf and Hearing Impaired students are fully included members of the school community.
- Working with external agencies to ensure that students receive a broad and balanced curriculum, including opportunities made available from the Deaf community.
- Provide opportunities for ~~mainstream~~ schools to visit the provision and observe good practice.
- Work with the speech and language therapist and other outside professionals to plan and implement individual programmes.
- Complete annual reviews of Educational Health Care Plans, including collating information and working with external agencies as required, for all students within the provision.
- Support the Deaf and Hearing-Impaired provision staff and undertake performance reviews.
- Plan Mentor and support students to prepare for transition at key stages of education.
- Plan and prepare curriculum support sessions for Communication Support staff to implement within the provision.
- Teach individual students or groups of students.
- Attend Parents evenings, open evenings and all school events to provide communication support to parents and visitors as required.
- Develop effective links with students and their families and encourage an open door policy.
- To report on and recommend access arrangements in examinations as appropriate to the students' individual needs.
- Work with the NHS audiology departments and where necessary undertake or arrange audiology checks for Deaf students and their equipment

General Duties

With due regard to the above, to carry out such other appropriate duties as may be required. To play a part in the Health and Safety procedures of the school, including reporting concerns to the Deputy Headteacher/Curriculum Area Leader. See the School's Health and Safety Policy.

Notes

The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility. This job description is subject to review and amendment in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School.

Person Specification for the role of Teacher of the Deaf

Please note that the information below, along with the relevant Job Description, acts as the selection criteria and should be used as guidance when completing your application for the post.

Key:

- Essential - without evidence of which the candidate would be declined
- Desirable - useful for the role but not essential, may be used when making decision between two otherwise equally appointable candidates.

Qualifications	Essential	Desirable	
<ul style="list-style-type: none"> Qualified Teacher Status 	•		Application Reference Interview
<ul style="list-style-type: none"> Knowledge of British Sign Language qualification preferably at level 2 qualification 		•	Application Reference Interview
<ul style="list-style-type: none"> Qualified Teacher of the Deaf. 	•		Application Reference Interview
<ul style="list-style-type: none"> Degree Level Qualification 	•		Application Reference Interview
Experience			
<ul style="list-style-type: none"> Varied and successful high school teaching experience 	•		Application Reference Interview
<ul style="list-style-type: none"> Experience of safeguarding students with Special Educational Needs. 	•		Application Reference Interview
<ul style="list-style-type: none"> Experience of working with students who are Deaf. 	•		
<ul style="list-style-type: none"> Experience of developing and sustaining positive relationships with parents, staff and students. 	•		Application Reference Interview
<ul style="list-style-type: none"> Experience of organising and deploying support staff. 		•	Application Reference Interview
<ul style="list-style-type: none"> Teaching specialist subject at Key Stage 3 and 4. 	•		Application Reference Interview
<ul style="list-style-type: none"> Using data to inform target setting and planning. 	•		Application Reference Interview
<ul style="list-style-type: none"> Working with children with English as an Additional Language. 	•		Application Reference Interview
<ul style="list-style-type: none"> Ability to contribute to the development of schemes of work. 	•		Application Reference Interview

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<ul style="list-style-type: none"> Use a variety of teaching and learning techniques to raise standards. 	•		Application Reference Interview
Particular Knowledge, Skills and Experience			
<ul style="list-style-type: none"> An understanding of current SEN and disability-specific legislation and the relationship to the education and care of Deaf students. 	•		Application Reference Interview
<ul style="list-style-type: none"> An ability to design, monitor and evaluate classroom provision based on the identified needs of individual Deaf students. 		•	Application Reference Interview
<ul style="list-style-type: none"> Ability to prioritise, plan, organise, work under pressure to meet deadlines. 	•		Application Reference Interview
<ul style="list-style-type: none"> An ability to collate and use evidence to set targets to improve outcomes and optimise student progress. 	•		Application Reference Interview
<ul style="list-style-type: none"> An ability to use evidence to create effective strategies to support mainstream teaching and support. 	•		Application Reference Interview
<ul style="list-style-type: none"> An awareness of factors that contribute to an optimum learning environment for learners with Hearing Impairment, including room acoustics, lighting and classroom management. 	•		Application Reference Interview
<ul style="list-style-type: none"> Ability to act as liaison with the Primary HID provision. 	•		Application Reference Interview
<ul style="list-style-type: none"> Capability to challenge, influence and motivate students to achieve high standards 	•		Application Reference Interview
<ul style="list-style-type: none"> Ability, or potential to consistently deliver "good" lessons (as defined by OFSTED criteria). 	•		Application Reference Interview
<ul style="list-style-type: none"> Good communication and organisation skills. 	•		Application Reference Interview
<ul style="list-style-type: none"> Ability to work as a member of a team. 	•		Application Reference Interview
<ul style="list-style-type: none"> Capability to demonstrate good classroom management. 	•		Application Reference Interview
<ul style="list-style-type: none"> Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies). 	•		Application Reference Interview
<ul style="list-style-type: none"> Able to use IT to support both the curriculum work and organisation. 	•		Application Reference Interview
<ul style="list-style-type: none"> Able to monitor and evaluate teaching and learning. 	•		Application Reference Interview

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<ul style="list-style-type: none"> • Able to identify the necessary resources which ensure high quality teaching and learning. 	•		Application Reference Interview
<ul style="list-style-type: none"> • Able to assess the needs of individuals to inform lesson planning. 	•		Application Reference Interview
<ul style="list-style-type: none"> • Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly. 	•		Application Reference Interview
<ul style="list-style-type: none"> • Knowledge and understanding of the National Curriculum for your specialist subject at KS3 and KS4. 	•		Application Reference Interview
<ul style="list-style-type: none"> • A range of behaviour for learning techniques. 	•		Application Reference Interview
Equality Issues & Educational Commitment			
<ul style="list-style-type: none"> • A proven commitment to curriculum access and opportunity. 	•		Application Reference Interview
<ul style="list-style-type: none"> • A proven commitment to professional development. 	•		Application Reference Interview
<ul style="list-style-type: none"> • The ability to form and maintain appropriate relationships and personal boundaries with students and young people in line with the school Safeguarding and Child Protection policy and the staff Code of Conduct. 	•		Application Reference Interview
<ul style="list-style-type: none"> • Demonstrable commitment to inclusive teaching and learning. 	•		Application Reference Interview
<ul style="list-style-type: none"> • Awareness of the effects of discrimination on students, parents, colleagues and policy. 	•		Application Reference Interview