



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU



Teacher of the Deaf Candidate Pack

Welcome

from the Headteacher



Dear Prospective Candidate,

We are pleased to invite you to apply for the position of Teacher of the Deaf at Sheldon School. We pride ourselves on being a family where strong relationships are central to our community. Our inclusive ethos ensures that every student feels safe and supported, enabling them to thrive regardless of their social background, academic ability, or special educational need. If this resonates with you, we encourage you to explore this opportunity further.

Sheldon School is a standalone academy with approximately 1,650 students, making it one of the largest secondary schools in Wiltshire. As a co-educational secondary school and sixth form for students aged 11 to 18, we have been an Academy since April 2011. Our recent Ofsted inspection in March 2024 recognised us as "Good" in all areas.

Since joining as Headteacher, I have been both proud and excited by the progress we have made. We are committed to continuous improvement and have established a foundation for meaningful change, focusing on enhancing teaching and learning while fostering a culture of collaboration and high expectations.

At Sheldon, we take pride in our inclusive ethos and the comprehensive opportunities we provide for student development.

We sincerely hope you will consider this important role as Teacher of the Deaf and join our school community.

We look forward to receiving your application.



Mr Peter Lynch
Headteacher



Faculty Letter

Hearing Resource Base

The Hearing Resource Base (HRB) at Sheldon School provides outstanding specialist support for students with a hearing loss, enabling them to thrive academically and socially within a mainstream setting. The HRB aims to ensure every student reaches their full potential through inclusive teaching, tailored intervention, and a strong emphasis on communication and wellbeing.

The aims of the Hearing Resource Base are to:

- Promote full access to the curriculum for all students with hearing loss.
- Support students in developing effective communication skills.
- Foster independence, self-confidence, and self-advocacy in preparation for adult life.
- Work in partnership with parents, mainstream teachers, and external professionals to meet individual needs.
- Encourage understanding and inclusion within the wider school community.

The HRB is staffed by a dedicated team made up of; a qualified and experienced Teacher of the Deaf who leads the provision, and specialist TAs, some of whom providing BSL/SSE to aid communication. Together, they provide in-class support, small-group or individual teaching, pre- and post-tutoring, and pastoral guidance.

The HRB supports students with a range of hearing needs from mild to profound hearing loss and includes those with additional SEN. All students are fully integrated into mainstream lessons while receiving the level of specialist support required for their individual learning profiles. Our setting takes an auditory-oral approach but we acknowledge our learners who have experience in BSL and benefit from continued access to this language to support their social and academic development.

Accommodation includes purpose-built teaching and tutorial rooms equipped with acoustic treatment, radio aid systems, and Soundfield technology to ensure optimal listening conditions. Students benefit from a quiet space for independent or supported study.

The HRB team works closely with subject teachers across the school to differentiate resources and promote inclusive classroom practice. Regular training for staff ensures awareness of deaf-friendly strategies, including communication tips, use of technology, and visual reinforcement of key learning.

At Sheldon, we take pride in the inclusive ethos of our community. The HRB is integral to this vision, ensuring that students with hearing loss participate fully in school life — both academically and socially. Many HRB students go on to achieve excellent GCSE and A-Level results and progress to college, apprenticeships, or university.

By maintaining strong links between the HRB, mainstream departments, and families, we create an environment where every student feels valued, supported, and empowered to succeed.

Our Vision



To provide high-quality education, enrichment and pastoral care that improves the life chances of all students.

- Sheldon school is a family, where high quality relationships are at the heart of everything we do. We ensure that all students feel safe and cared for.
- We aim to ensure that every student can thrive regardless of social background, academic ability or special educational need.
- We recognise that education is more than what happens in the classroom and are rightly proud of the experiences students will receive through our extra- curricular offer, trips and visits.
- We pride ourselves on having the highest expectations of all students and staff.
- We are passionate about working together with parents and our wider community to ensure success for all our pupils.
- We are kind, brave and try our best at all times.

Our Values

BE KIND

We are thoughtful and considerate about how we treat ourselves and others. We always have good manners and we show gratitude towards others.

BE BRAVE

We are confident and resilient learners who contribute in lessons. We don't make excuses and we accept that we make mistakes, but we learn from them.

BE THE BEST YOU

We give 100% each and every day to be the best we can be. We believe that success comes through hard work.



Job Description

Teacher of the Deaf

Job Title: Teacher of the Deaf

Salary: MPS/UPS

Responsible to: Hearing Resource Base Manager

Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post requires a satisfactory enhanced DBS disclosure. In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Key Responsibilities

The successful candidate will:

- Assess individual deaf students' educational and communication needs and devise appropriate support plans
- Provide educational advice and contribute to the planning and implementation of Individual Learning Plans
- Ensure all deaf students have access to a broad and balanced curriculum in line with their Education, Health and Care Plans (EHCPs)
- Advise on specialist hearing equipment and strategies appropriate to individual students
- Support, mentor and monitor all staff who work with deaf/hard of hearing students in any capacity
- Work collaboratively with school staff to ensure maximum inclusion of deaf students and monitor standards of behaviour
- Complete functional listening and language assessments and produce relevant reports
- Maintain accurate, up-to-date records and provide relevant information for assessments and reviews
- Work within a multi-disciplinary framework, including close partnership with parents, school staff and external professionals
- Contribute assessments and recommendations for Access Arrangements for public examinations
- Develop tailored resources to enable curriculum access
- Deliver INSET/training to both Resource Base and mainstream colleagues
- Maintain a professional awareness of current research and best practice in deaf education



Other

- To be proactive in safeguarding all pupils in line with school policies and procedures
- In addition to the specific duties listed above, ensure that the professional standards for teachers with QTS are met
- To take part in the school's staff continual professional development programme and appraisal process
- To support the aims and ethos of the school
- To comply with the school's health and safety policy
- To support the Leadership Team, undertaking any other reasonable request not specified in this job description but that is commensurate with the role.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Person Specification

Teacher of the Deaf

Person Specification

- Holds a minimum of BSL Level 1, or is willing to work towards it promptly
- Is a qualified Teacher of the Deaf, or is committed to undertaking the mandatory qualification
- Has a strong track record of excellent teaching, ideally across Key Stages 3–5
- Can demonstrate excellent use of IT to support teaching and learning; experience of monitoring and assessing progress, writing reports and gathering data to maintain clear accurate records
- Is passionate about inclusive education and supporting deaf/hard of hearing learners
- Has experience or understanding of SEND practice, including Annual Reviews
- Can confidently coordinate EHCP meetings and collaborate with a wide range of professionals
- Builds positive relationships with students, families, and colleagues
- Can provide deaf awareness advice and training to mainstream colleagues
- Has an understanding of audiology and keeps up to date with developments in deaf education
- Is committed to helping students develop their language and communication skills, and promote positive identity

Other

- A graduate or equivalent in a related subject
- A DfE recognised teaching qualification Knowledge, Skills and Abilities
- An understanding of the needs of students across the ability range
- A teacher who can inspire and enthuse students and who uses a range of teaching and learning strategies for effective delivery
- An awareness of ways to raise student attainment in the subject
- The ability to use ICT to enhance learning and aid teaching
- Excellent communication skills: written and oral Experience
- Ability to successfully teach the subject up to KS4
- Experience of assessment of student progress
- Willingness to lead/contribute to extracurricular opportunities
- Experience of working collaboratively with other school staff to enhance learning Personal Attributes
- Experience of assessment of student progress
- A genuine desire to provide the best education for students
- A commitment to comprehensive and inclusive education
- A commitment to the highest standards of child protection
- A commitment to the aims and ethos of the school

How to Apply

Applications should be submitted directly via MyNewTerm, you can access our careers page using the following link.

<https://mynewterm.com/school/Sheldon-School/136632>

Please note: CVs will not be accepted. You must complete the application in full giving details of all employment, training, and gaps in employment since leaving school. Please ensure the closing date for applications is met, we cannot be held responsible for lost or late applications. Due to the large number of applications is it not always possible to respond to each application but we aim to respond within two weeks of the vacancy closing date.

Safeguarding Statement

Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation, or religion.

Please note: Any position that involves working with children requires declaration of ALL convictions/cautions regardless of whether these are deemed as spent and a DBS check will be carried out before any employment commences.

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References will be obtained before interview at shortlisting stage and may be used in the interview process. If previous employment has included working with children, then at least one referee must be from this employment regardless of whether this is the current or most recent employment. Any gaps in employment must be detailed and an explanation provided in the relevant section.

