

Job Description



Job title	Qualified Teacher of the Deaf	Contract	Permanent
Department	Provision for Deaf Children	Reports to	Teacher in charge of the Provision

Our mission

We will inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be: to create a passion for lifelong learning; to enable our pupils to become confident, kind and impactful world citizens.

Your role

To develop and manage the day-to-day delivery of specialist teaching programmes for d/Deaf students and support for primary aged pupils across the sensory provision.

*We use the term d/Deaf to include any CYP with any degree of hearing loss and Deaf to refer to people who identify as part of the Deaf community.

Person specification

Qualified teacher status in the subject area	Essential
Hold the mandatory qualification for Teachers of the Deaf	Essential
Hold the minimum qualification in British Sign Language at BSL Level 1 with commitment to progress	Essential
Experience of teaching in a primary school	Essential
Have a firm knowledge of educational principles and curriculum management including assessment in relation to SEND and d/Deaf education	Essential
Have a thorough knowledge of strategies and interventions associated with effective teaching and development of independence for d/Deaf children	Essential

Have an understanding of a wide range of communication needs and approaches (including auditory, aural and BSL or SSE)	Essential
To demonstrate the skills of a good teacher	Essential
The ability to interest, encourage and engage students	Essential
Provide appropriate levels of challenge so that students to learn effectively and acquire new skills and knowledge	Essential
Use methods and resources that enable all students to learn effectively and acquire new skills and knowledge	Essential
Use assessment information effectively to plan next steps in students learning	Essential
Secure high standards of behaviour	Essential
Enable students to develop the skills to work independently and collaboratively	Essential
Create a well organised, stimulating learning environment	Essential
A commitment to raising achievement	Essential
The ability to work as part of a team in planning and implementing the curriculum	Essential
The ability to work within the framework of national and whole school policies to ensure consistency of practice	Essential
The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process	Essential
A commitment to further your own professional development and to the principle of continuous improvement	Essential
A proven track record of recent teaching experience with d/Deaf children	Essential
Good understanding of current theory and practice of best practice in teaching and learning	Essential
Knowledge of the National Curriculum	Essential
Good subject knowledge for identified preferred subject	Essential
Understanding of effective strategies for maintaining high standards of discipline within the classroom	Essential

An understanding of equality of opportunity issues and how they can be addressed in schools	Essential
An understanding of and a commitment to safeguarding students.	Essential

Accountabilities

Strategy	<ul style="list-style-type: none"> ■ Is aware of and understands the ELAT Vision, Mission and Values ■ Will make a positive contribution to the teaching and learning programme in accordance with the ethos, aims and objectives of the school ■ To fulfil all of the responsibilities and duties required by the Academy's policies on Teaching and Learning
Planning	<ul style="list-style-type: none"> ■ To ensure effective systems of communication, including to parents and feedback about pupils' learning to inform future planning in regards to d/Deaf students. ■ To have up to date knowledge of National and local initiatives which may impact upon policy and practice ■ To liaise with class teacher s and subject specialists, feeder schools, schools that students may transfer from mid phase and external agencies ■ To work with pupils, class teacher and subject leaders to ensure realistic expectations of behaviour and achievement is set for d/Deaf pupils ■ To ensure adequate provision of a range of resources and to maintain a provision map ■ To communicate with all staff in regards to updates and events for our d/Deaf students in the form of a 'Station Update' newsletter in partnership with the SENDCo
Delivery	<ul style="list-style-type: none"> ■ To promote inclusive teaching ■ To plan and teach lessons ■ To oversee and monitor the quality of Profiles and other support plans such as APDR documentation detailing delivery and maintaining appropriately detailed information for subsequent meetings with parents for our d/Deaf students. ■ To complete annual reviews or application process for Education, Health Care Plans for our d/Deaf students. ■ To review IEPs and EHCP plans with parents, pupils and teachers and agree and communicate new targets for our d/Deaf students.

	<ul style="list-style-type: none"> ■ To undertake such other duties that may be required from time to time at the request of the Teacher in charge of the Provision or Headteacher ■ To contribute to the school's Pastoral work ■ To quality assure the mainstream SEN provision for our d/Deaf students.
People Management / Organisational Development	<ul style="list-style-type: none"> ■ Meet with the Teacher in charge of the Provision at scheduled times ■ To attend course and give feedback to colleagues as appropriate ■ To identify the training needs of staff and organise/co-ordinate, deliver INSET ■ To offer 'solution circle' forums to discuss strategies to meet the needs of our d/Deaf students
Information Management and Reporting	<ul style="list-style-type: none"> ■ Use assessment data and to inform strategy and priorities reviewing this on a termly basis ■ To develop systems for colleagues to monitor and record progress made by d/Deaf pupils towards the achievement of targets ■ To collect and interpret specialist assessment data gathered on pupils and use to inform practice
Data Protection	<ul style="list-style-type: none"> ■ All staff have a responsibility under the 2018 (GDPR) Data Protection Act to ensure that their activities comply with the Data Protection Principles. Staff should not disclose personal data outside the Trust's procedures, or use personal data held on others for their own purposes.
Health and Safety	<ul style="list-style-type: none"> ■ Hold responsibility to avoid action that could threaten the health or safety of themselves, other employees, customers or members of the public.
Good Citizenship	<ul style="list-style-type: none"> ■ Hold personal accountability in ensuring continual focus on enhancing the staff and pupil experience through actions, words and behaviour. Our pupils are the most important members of our institution and must be treated as such.

Key Stakeholders	Pupils, Staff, Academy SLT, Trust SLT, Trust Board, LGC Members, Parents, guardians and members of the interested public, relevant authority bodies.
Trust Values	Passion, Respect, Inclusion, Challenge, Openness