



**North
Northamptonshire
Council**

Job Description and Person Specification

Job details

Job title: **Teacher of the Deaf**

Grade: Teachers Pay and Conditions MPS/UPS plus SEN Allowance (depending on qualifications)

Reports to: Lead Teacher - Sensory Impairment Service

Responsible for: Variable number of supervised staff

Directorate and Service area: Children's Services

Purpose of the job

To promote children's achievements through the delivery of high-quality specialist teaching, assessments, support and advice to schools and parents/carers for pupils with Special Educational Needs caused through hearing difficulties

The role of the specialist support teachers is:

- To supplement and enhance the expertise within schools
- To deliver a specialist direct teaching and support service to children, schools, and parents
- To liaise with other agencies and services relevant to service delivery
- Contribute to policy development and maintain appropriate quality standards
- To undertake further professional development identified through appraisal
- To participate in service/school development planning and working groups

Principal responsibilities

A. General

- To provide specialist teaching input to deaf children and promote inclusion of deaf pupils within the education system
- To provide a service which operates within national and local guidance for deaf and hearing-impaired pupils
- Participate in the agreed appraisal and performance management systems for teachers
- Carry out supervision, appraisal and performance management of support workers when required; ensuring that professional development needs are identified and agreed professional development activities are undertaken
- Ensure that information is available for service evaluation and performance measures
- Have regard to the SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs and Disabilities
- Seek the support and guidance of educational psychologists and other specialist staff when issues lie outside the knowledge base or experience of the support teacher
- Deliver appropriate INSET to schools following the priorities in development plans
- Produce assessment and teaching resources
- Ensure that parents/carers and pupils are closely involved in the planning and evaluation of programmes/support arrangements.

B. Support to Schools

- Support school's responsibilities for identification and assessment.
- Advise on arrangements to meet identified individual needs and facilitate inclusion.
- Discuss and advise on appropriate assessment methods
- Undertake further detailed assessments as required and in consultation with the SENCO and parent/carers
- Evaluate and demonstrate appropriate teaching methods and interventions
- Monitor and review the progress of named children, their individual targets and support arrangements.
- Advise the school on the criteria-based requirements for Statutory Assessment
- Assist schools in the liaison required for pupil transfers
- Assist schools to provide appropriate evidence for examination dispensations
- Support schools to develop inclusive strategies for pupils at risk of exclusion
- Liaise, plan, and offer "joined up" service delivery with other agencies as appropriate
- Contribute specialist teaching advice to schools' Educational Advice

C. Support to Pupils

- Provide direct teaching and/or support to provision as required
- Contribute as appropriate to meetings
- Attend Annual Review Meetings
- Assist in the setting and evaluation of outcomes and targets, appropriate teaching, and support arrangements in close consultation with pupils, parents and school staff.

General responsibilities applicable to all jobs

1. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
2. Comply with the Council's policies and procedures including (but not limited to) safeguarding, financial regulations, promotion of equalities, customer care, agreed audit actions and health and safety (ensuring that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons).
3. Understand the council's commitment to Corporate Parenting and take responsibility to support this commitment. Enable the council to be the best corporate parents possible to children and young people in our current and previous care.
4. Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Special features of the post

This post requires satisfactory clearance of a Disclosure and Barring Service disclosure.

Accountability / Freedom to Act

The teacher will be accountable to the Lead Teacher for maintaining a high professional standard in the delivery of all aspects of their work. Within this accountability the teacher will make their own professional decisions based on evidence and knowledge of relevant research and within the guidance set by LA policies.

The direct teaching workload will be determined and allocated by the Lead Teacher or members of the team with delegated responsibility for this.

Person Specification

Attributes	Essential criteria	Desirable criteria
Education, Qualifications and Training	<ul style="list-style-type: none"> • Qualified teacher • Additional specialist qualification for working with deaf pupils in accordance with DFE requirements or willingness to undergo and successfully complete further training. • British Sign Language to a minimum of level 2, or a commitment to achieve this. 	<ul style="list-style-type: none"> • Graduate qualification • British Sign Language to level 3 • Additional recognised Special Educational Needs qualification • Qualified Teacher of the Deaf
Experience and Knowledge	<ul style="list-style-type: none"> • An understanding of the barriers to learning caused by deafness and the different approaches to overcoming them in the classroom. • Experience of working effectively with professionals from other agencies and able to work co-operatively as a member of a multi-disciplinary team 	<ul style="list-style-type: none"> • Experience of teaching in mainstream schools across more than one phase • Experience of working with pre-school children • Experience of acting in a support and advisory capacity to schools • IT literate and ability to input data

Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Knowledge and understanding of the Special Educational Needs and Disability Code of Practice • Knowledge of specific strategies/modifications for delivering the school curriculum to deaf pupils. • Knowledge of NDCS quality standards for support services and special provisions for deaf pupils. 	
Ability and Skills	<ul style="list-style-type: none"> • Spoken English fluency • To deliver training to teachers and other professionals • The ability to help plan and evaluate suitably challenging, personalised learning targets and programmes • Skills in providing a range of communication methods to children and their parents/carers, based on their individual requirements. • To support and monitor the effective use of hearing technology • Excellent communication and interpersonal skills including the ability to communicate with adults and deaf children of different ages and abilities. 	
Equal Opportunities	<ul style="list-style-type: none"> • Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs. 	

Attributes	Essential criteria	Desirable criteria
Additional Factors	<ul style="list-style-type: none"> • A commitment to helping deaf pupils achieve their potential for communication, learning and emotional wellbeing. • Ability to prioritise and accommodate change • Enthusiasm for working in a multi-professional team • Ability to make and defend decisions in a non-threatening way • An appreciation of the local needs of schools and communities • Ability to maintain high levels of professional and personal integrity • An appreciation of the rights and aspirations of others • Personal and professional initiative 	