

**Northamptonshire County Council
Children, Families and Education**

JOB TITLE	Teacher of the Deaf
GRADE	Teachers Pay and Conditions MPS/UPS plus SEN Allowance (depending on qualifications)
REPORTING TO	Lead Teacher - Sensory Impairment Service
NUMBER OF STAFF SUPERVISED	Variable
KEY CONTACTS	<ul style="list-style-type: none"> • Lead Teacher - Sensory Impairment Service • Senior Teacher (HI) - Sensory Impairment Service • School Head Teachers and SENCOs • Subject/Class teachers • Educational Audiologist • British Sign Language Instructor • Cochlear implant centres • Hospital based Audio services/Hearing assessment Clinics • Speech and language therapist • Community paediatricians • EHC Officers • Educational Psychologists • Educational Inclusion and Partnerships Team • Social Care teams • National and local organisations concerned with deaf and hearing impaired children
JOB IMPACT	To promote children's achievements through the delivery of high quality direct specialist teaching, assessments, support and advice to schools and parents/carers for pupils with Special Educational Needs caused through hearing difficulties
ROLE SUMMARY	<p>The role of the specialist support teachers is:</p> <ul style="list-style-type: none"> • 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

KEY TASKS AND ACCOUNTABILITIES

A. General

- To provide the specialist teaching input to deaf children
- To promote the 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.
- Ensure that professional development needs of support workers are identified and that agreed professional development activities are undertaken
- Ensure that information is provided for service evaluation and performance measures
- In all areas of work, 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 the issues lie outside the knowledge base or experience of the support teacher
- Deliver appropriate INSET to schools following the priorities in development plans.
- Develop and produce assessment and teaching resources
- Ensure that parents/carers and pupils are closely involved in the planning and evaluation of programmes and support arrangements.

B. Support to Schools

- Support school's responsibilities for identification and assessment and advise on arrangements to meet identified needs
- Discuss and advise on appropriate assessment methods
- Discuss and advise on appropriate school arrangements and organisation to ensure the meeting of individual needs and inclusion.
- Undertake more detailed assessments as required and in consultation with the SENCO and parent/carer
- Evaluate and demonstrate appropriate teaching methods and interventions
- Monitor and review the progress of named children, their individual targets and support arrangements.
- Discuss and advise on appropriate school arrangements and organisation to ensure the meeting of individual needs and inclusion.
- 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.

KEY SKILLS AND COMPETENCIES

ESSENTIAL

- Qualified teacher
- Additional specialist qualification for working with deaf pupils in accordance with DFE requirements or willingness to undergo and successfully complete further training.
- A commitment to helping deaf pupils achieve their potential for communication, learning and emotional wellbeing.
- Ability to deliver training to teachers and other professionals
- A commitment to helping deaf pupils achieve their potential for communication, learning and emotional wellbeing.
- An understanding of the barriers to learning caused by deafness and the different approaches to overcoming them in the classroom.
- The ability to help plan and evaluate suitably challenging, personalised learning targets and programmes
- A commitment and skills in providing a range of communication methods to children and their parents/carers based on their individual requirements.
- Ability to support and monitor the effective use of hearing technology.
- British Sign Language to a minimum of level 2, or a commitment to achieve this.
- Experience of working effectively with professionals from other agencies and able to work co-operatively as a member of a multi-disciplinary team
- 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.

DESIRABLE

- Graduate qualification
- Experience of teaching in mainstream schools across more than one phase
- British Sign Language to level 3
- Experience of working with pre-school children
- Experience of acting in a support and advisory capacity to schools
- IT literate
- Additional recognised Special Educational Needs qualification

Mental Demands of the Role

- Ability to prioritise and accommodate change
- Enthusiasm for working in a multi-professional team
- Excellent communication and interpersonal skills including the ability to communicate with adults and deaf children of different ages and abilities.
- 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

Accountability / Freedom to Act

The support 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.