



TEACHER OF THE DEAF

Job Description & Person Specification

Interim post for September 2018
Permanent post for January 2019

Rushy Meadow Primary Academy

Job Description

Job Title:	Teacher of the Deaf
Accountable to:	Head of School/Head Teacher
Salary:	Teachers' Outer London Pay Scale + SEN2 £4,158.

Core Purpose

- To plan and deliver a high quality educational experience for all pupils in the Hearing Impairment Resource Unit.
- To facilitate the inclusion of deaf students and to support teachers in ensuring inclusion for the deaf students in their lesson.

The post holder will receive regular PPA time and management time.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. Cirrus Primary Academy Trust has adopted this Document.

The Teacher of the Deaf will:

1. Identify child safeguarding concerns by being vigilant for signs of abuse or neglect. Take appropriate action and report concerns to the Child Protection Officers and follow the school's child protection and safeguarding policies.
2. Maintain an attitude of 'it could happen here' when it comes to child protection.

General teacher responsibilities

1. Plan and deliver the curriculum in line with the requirements of the Foundation Stage Guidance, National Curriculum, SEN Code of Practice and the school's policies / schemes. Teach hearing impaired children individually or in small groups in the HIRU or within mainstream classes.
2. Plan and organise resources within the HIRU learning environment which will enable the delivery of the planned curriculum and enable pupils to maximise their full potential.
3. Actively encourage independence and contribute to the maintenance of the personal social and emotional development of pupils in relation to their needs as deaf young people.
4. Monitor and manage the communication and curriculum support provided by specialist teaching assistants.
5. Prepare and adapt teaching materials, identify and adopt the most effective teaching approaches and make use of special facilities and/or equipment.

6. Mark, assess and report upon work completed by pupils in your charge in line with the academy's marking and assessment policies.
7. Establish and maintain professional relationships with colleagues, pupils, parents, governors and external agencies.
8. Encourage a positive attitude in all pupils.
9. Ensure equal opportunities with regard to all aspects of practice and provision.
10. Maintain a consistent level of discipline, in line with the academy's policy, providing pupils with a secure, safe and structured school environment.
11. Participate in meetings at the academy that relate to the curriculum for and the administration / organisation of the academy.
12. Be involved in the extra-curricular activities of the school
13. Participate in parent consultation meetings

Management of the HIRU responsibilities;

14. Be responsible for IEP reviews and plan the implementation of the targets and objectives to meet needs outlined in students' EHCPs
15. Lead annual reviews and maintain sufficient records to efficiently report on the outcome of the provision at the student's annual review.
16. Work in partnership with parents and carers and to support families in all aspects of the development and education of Hearing Impaired children and young people.
17. Liaise with parents, Health Professionals and other outside agencies. Develop close working partnerships with all agencies and professionals involved with the educational, social or medical care of the child and its family.
18. Lead on staff professional development around hearing impairment and promote deaf awareness in school.
19. Ensure continuous high quality audiological care – through the use and management of audiological equipment and liaison with health professionals
20. Work in close co-operation with colleagues from all areas of the Sensory Impairment Service (Croydon and Sutton) and other SEN bases within the trust.
21. Lead team meetings in areas related to responsibility
22. Actively contribute to the HIRU policies and procedures
23. Actively maintain personal CPD as a teacher and a teacher of the deaf by attending courses and carrying out personal reading and research. Keep up to date with

current educational developments, reviewing from time to time methods of teaching and programmes of work.

24. Attend Heads of Base meetings and other relevant professional network meetings and disseminate information to the HIRU team.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have which shows how you could meet these requirements when writing your supporting statement.**

The letter in brackets after each item indicates in which element of the recruitment and selection procedure the evidence is intended to be collected.

SS: Supporting Statement

I: Interview

Education:

1. Good honours degree or higher (2:1 preferred) (SS)
2. Hold Qualified Teacher Status (SS)
3. Qualified Teacher of the Deaf (SS)
4. CACDP Stage II Signing or equivalent (SS)
5. Evidence of appropriate subsequent in-service training (SS)

Experience:

6. Experience of teaching hearing impaired pupils in a variety of settings and in a school or schools rated as at least 'good' in the most recent Ofsted inspection (SS)
7. Proven experience of high standards of primary classroom practice (I/SS)
8. Experience of managing staff, including contributing to the development of teaching and non-teaching staff (SS/I)
9. Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children. (SS)

Commitment and ability:

10. Display a commitment to raising achievement of deaf/hearing impaired students (SS/I)
11. Evidence of good organisational skills to create and maintain a stimulating, attractive and interactive learning environment (SS/I)
12. Evidence of being able to develop and maintain good relations with all members of the school community and the ability to work in sympathetic collaboration with class teachers (SS/I)
13. Evidence of the ability to communicate clearly both orally and in writing with pupils,

parents and colleagues Ability to use a range of information and communication technology effectively. (SS/I)

14. Able to demonstrate how current role has impacted positively on pupil attainment and progress (SS/I)
15. To be enthusiastic about working within a climate of positive change. Able to assimilate new ideas and procedure into own practice and model this to others (SS/I)
16. Ability to organise own workload successfully (SS/I)
17. Ability to work to agreed deadlines (SS/I)
18. Commitment to professional development (SS/I)
19. Commitment to Equal Opportunities, Dignity at Work, Customer Care and Environmental Awareness, in employment and Service delivery. (SS/I)
20. Commitment to maintaining and complying with Health and Safety regulations. (SS/I)