

## PARADIGM TRUST

JOB DESCRIPTION		
<b>Post Title:</b> Deaf Support Manager	<b>Grade:</b>	Main scale + TLR+ SEN Point
	<b>Date:</b>	Reviewed September 2019
<b>RESPONSIBLE TO:</b> Assistant Principal (Inclusion)/Principal		

### **Main Activities and Responsibilities**

#### **Duties**

The current School Teachers' Pay and Conditions document, while not having statutory effect within our Multi Academy Trust, sets out the duties which we expect teachers to undertake in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

This job description sets out the duties to be undertaken and performed to the satisfaction of the Principal by the post holder in the role of Deaf Support Manager.

#### **General Professional Duties**

- Carrying out the professional duties of a teacher as circumstances may require.
- Undertaking any duties and tasks under the reasonable direction of the Assistant Principal (or an authority if employed by them).

#### **Teaching**

In each case, having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to the teacher. This is achieved by: -

- Planning and preparing courses and lessons in accordance with the agreed school policy.
- Teaching, according to their educational needs, the pupils assigned to the teacher, including the setting and marking of work to be carried out by the pupils in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of all pupils.

#### **Other activities**

- Promoting the general well-being of individual pupils and of any class or group of pupils assigned to the teacher.
- Providing guidance and advice to pupils on educational and social matters, which includes making relevant records and reports, communicating and consulting with the parents, and

with persons or bodies outside the school, and participating in meetings arranged for any of the purposes detailed above.

- Meeting the government's professional Standards for Teachers in England relevant to a Teacher of the Deaf.

### **Assessments and reports**

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

### **Appraisals**

- Participating in arrangements made in accordance with current regulations for the monitoring of performance and that of other teachers.

### **Review, induction, further training and development**

- Reviewing periodically, their methods of teaching and programmes of work.
- Participating in arrangements for their further training and professional development, which aim to meet the needs identified in appraisal objectives or in appraisal statements or in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for their supervision and training.

### **Educational Methods**

- Advising and co-operating with the Principal and other teachers, on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

### **Discipline, health and safety**

- Maintaining at all times, good order and discipline among the pupils with regard to health and safety.

### **Staff Meetings**

- Participating in meetings at the school at the reasonable direction of the Principal.

### **Cover**

- Providing cover for absent colleagues at the request of the Principal.

### **Public Examinations**

- Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations and recording and reporting such assessments.

### **Administration**

- Participating in administrative and organisational tasks relating to all aspects of their professional duties, with the exception of tasks, which do not call for the exercise of their

professional skills and judgement as detailed in the current School Teachers' Pay and Conditions Document.

- Attending assemblies, registering pupils and supervising pupils before, during and after school sessions.

## **Working Time**

- Being available for work on 195 days in any school year.
- Being required to teach on 190 days in any school year.
- Being available for 1265 hours, which shall be allocated reasonably throughout the 195 days.
- Being available to work reasonable additional hours as may be required to enable them to effectively carry out their professional duties.
- As a Trust, we are outcomes-driven and so we are supportive of flexible ways of working, although you will need to demonstrate a successful track record of teaching to time and quality.

## **Particular Specific Responsibilities**

The duties set out below are in addition to the overall class teaching requirement.

## **Management responsibility**

- To work alongside the Senior Leadership Team and all other staff to promote appropriate professional behaviours and excellent pupil discipline.
- To be a member of the deaf support team.
- To co-ordinate and manage the work of the year group team in respect of:
  - the day to day curriculum delivery, including educational visits;
  - planning and assessment, including preparation for annual review meetings, pupil progress meetings and homework;
  - display;
  - supply cover for absences and
  - preparation for parent/carer and teacher conferences.
- To ensure that all agreements made at annual review meetings and pupil progress meetings are implemented.
- To help to identify professional development for other teachers and support staff in the year group and contribute to the induction of new staff.
- To manage activities relating to the curriculum, organisation and pastoral functions of the year group.
- To oversee the management of DS resources including audiology and see that they are distributed effectively and maintained appropriately.
- To facilitate parent/ carer involvement in the activities of the phase.
- To advise other staff including ECTs, and students on teaching practice, of dates, deadlines and administrative expectations.
- Being responsible for the performance of teachers and support staff in the deaf support team.
- Undertaking appraisals of teachers alongside the assistant principal.
- In conjunction with the senior leadership team, having responsibility for the continuing professional development of teachers and identifying areas for development.

- With direction from the senior leadership team, managing staff absenteeism.
- Taking a role in recruitment and induction of new staff.
- Looking after the wellbeing of staff in the deaf support team.

### **Leading on quality of teaching and learning**

- Observing teaching on a regular basis, providing feedback and coaching less experienced teachers.
- Modelling good to outstanding practice for others and arranging observations of good to outstanding practice.
- Monitoring the quality of outcomes in books for the deaf support base.
- Providing regular feedback on the quality of teaching to the Principal.

### **Other Responsibilities**

- In partnership with the Assistant Principal, keep an overview of the work of the teaching assistants in the year group.
- In addition to undertake such duties of a similar nature as may be reasonably directed by the Principal from time to time.

### **Note:**

The duties and responsibilities of the management element of the post may vary from time to time according to the changing needs of the school. The year group manager section of the job description may be reviewed at the discretion of the Principal in the light of those changing requirements and in consultation with the post holder.

### Key Organisational Objectives

The post holder will contribute to the Trust's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the Trust's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

### **EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Academy's Equal Opportunities policies and ensure anti-discriminatory practice at all times.

### **COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

### **CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school.

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Signed \_\_\_\_\_ Date \_\_\_\_\_  
Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal

**Job and Person Specification**

All of the following criteria are essential unless otherwise stated and will be tested as part of the selection process. Those criteria that will be assessed at the written application form stage are marked as 'A'. Those that will be assessed as part of the selection interview process are marked as 'I'.

As a guide your written personal statement should be no more than two sides of A4.

<b>Person specification</b>		
<b>Deaf Support Manager</b>		
	<b>Application</b>	<b>Interview</b>
<b>Qualifications</b>		
Educated to degree level.	X	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS.	X	
Teacher of the deaf qualification plus further relevant qualifications (s), such as diploma in audiology and/or a level 1 signing qualification.	X	
<b>Experience</b>		
Must have taught in the foundation stage/key stage 1 and/or key stage 2.	X	
Experience of teaching and supporting deaf and hearing impaired pupils in mainstream schools or in an alternative provision educational setting	X	
<b>Knowledge and understanding</b>		
Must understand the contribution of EMAG work in a primary school and what constitutes good practice and support for bilingual learners.		X
Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEND.	X	X
Must have specialist knowledge to monitor the functionality and use of amplification equipment.	X	X
Must be able to interpret audiological information and explain it to all involved with the deaf pupils.	X	X
<b>Professional Skills and abilities</b>		
A consistently good classroom practitioner willing and able to teach DSB classes and able to demonstrate the		X

effective use of ICT to enhance the teaching and learning for pupils.		
Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks.		X
Must be able to analyse data effectively to assess DSB and pupil progress.	X	
<b>Personal Qualities</b>		
Must be willing and enjoy engaging parents/ carers in order to encourage their close involvement in the education of their children.	X	
A teacher with a flexible approach to work who enjoys being a good team leader and member.	X	
Must have good communication skills both orally and in writing.	X	X
Must be able to manage own work load effectively and respond swiftly to tight deadlines.	X	X
Good interpersonal skills, with the ability to inspire, enthuse and motivate others and develop effective partnerships.		X
To practice equal opportunities in all aspects of the role and around the work place in line with policy.		X
<b>Additional</b>		
A DBS enhanced disclosure that is satisfactory to us will be a condition of your appointment.	X	
To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school.	X	

Applicants should note that all of the above will be tested as part of our robust selection process and should ensure all of the criteria are evidenced in the written application. Candidates shortlisted for interview will be required to provide evidence of qualifications and may be subject to competitive selection tests.

*This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.*