

The Professional duties of teachers are set out in the School Teachers Pay & Conditions Document. In addition, the specific requirements expected of this post holder have been set out below.

Leadership - Member of the Middle Leadership Team with Teaching and Learning Responsibility (TLR 2B) for leading Meridian's Local Authority Resourced Provision (LARP) for deaf children; to be accountable for ensuring the highest standards of deaf children's achievement by:

- a) **Being a specialist in this area and contributing to an ethos of challenge and support where all children can achieve success by:**
 - *Being an enthusiastic and outstanding role model and leading by example - demonstrating teaching practice which leads to excellent outcomes for deaf children*
 - *Demonstrating and articulating high aspirations for the school and for all children and staff*
 - *Maintaining an excellent up-to-date knowledge of deaf education, special educational needs and disability (SEND)*
 - *Keeping abreast of current research, theory and practice in deaf education and in audiology and implications for Meridian, and be open to new ideas*
 - *Knowing how to make effective personalised provision for deaf children, how to take practical account of diversity and promote equality and inclusion, including having a good understanding of 'deaf awareness' and complex SEND*
 - *Maintaining a good knowledge and understanding of the EYFS, KS1 and KS2 curriculums, and the similarities and differences between them.*
 - *Maintaining an up-to-date knowledge and understanding of statutory assessment and moderation systems within the LARP and what different national expectations 'look like' in terms of pupil outcomes, including specialist assessments relevant to deaf children.*
 - *Knowing the school community, its strengths and challenges and thinking creatively to identify new approaches to address underachievement*
 - *Ensuring the SEND code of practice is adhered to for deaf children, including by coordinating and leading annual reviews, ensuring that all relevant parties contribute*
 - *In collaboration with parents/carers and other professionals, ensuring the smooth transition of deaf children into the school and onto other settings*
 - *Maintaining an up to date knowledge and understanding of national and local initiatives which impact the school in relation to statutory requirements and good practice*
- b) **Be an advocate for deaf children/deaf education, contributing to a collaborative learning community which ensures ongoing improvements in outcomes for deaf children:**
 - *Recognising and respecting the contributions that colleagues, parents/carers, and governors can make to the development and well-being of children; maintaining good relationships and communicating effectively with them*
 - *Continuing to strengthen and promote the LARP at Meridian to parents and other professionals*
 - *Maintain, develop and initiate partnerships with other schools, professionals and organisations*
 - *Advising staff on approaches which will engage and motivate deaf children, accelerate their progress and ensure their access to the curriculum*

- Providing guidance, support and encouragement to staff, mentoring and coaching them as appropriate
- Identifying strengths and areas for development in teaching and learning and providing effective and constructive feedback to staff which leads to improvements
- Encouraging discussions about the progress, development and well-being of deaf children and leading training development sessions and workshops for staff and parents
- Delivering induction on policy and practice to new staff
- Under the guidance of senior leaders, holding staff to account through contributing to progress review meetings, monitoring the quality of teaching and learning and leading staff appraisals as appropriate
- Reflecting on your personal contribution to school achievements, take account of the feedback of others and be committed to improving your practice through appropriate professional development

c) Contributing to the school's Self Evaluation Framework (SEF) and strategic development by maintaining an accurate and up-to-date overview of the school's performance and the quality of teaching across the school in deaf education:

- Monitoring standards of teaching and learning, including monitoring teaching and learning (e.g. planning, lesson observations as appropriate, work sampling, data analysis) in conjunction with other leaders and presenting key findings to a range of audiences, including senior leaders and the governing body
- Identifying next steps and whole school priorities needed to drive forward improvements and formulating and implementing action plans within the context of the school's values and School Improvement Plan
- Moderating children's work in partnership with other leaders
- Working in partnership with the Inclusion Leader and other senior leaders to use national, school and class data to evaluate the effectiveness of teaching, set and monitor targets for children and teachers and raise attainment

d) Working in partnership with colleagues to develop, and manage a distinctive curriculum which meets the particular needs of our children, ensures they have rich and memorable experiences and contributes to strengthening the school community

- Developing, monitoring, reviewing and evaluating effectiveness of policy and practice, including schemes of work, planning and resources/teaching materials to ensure deaf children can access the curriculum and all teaching and learning opportunities
- Ensuring statutory National Curriculum requirements are met for deaf children
- Seeking opportunities to involve parents and members of the wider community in enriching learning experiences for deaf children
- Developing imaginative teaching strategies which ensure deaf children develop and apply skills across the curriculum
- Supporting colleagues in deaf awareness at our Federation School, where appropriate

Teaching responsibilities - To be advised by the Executive Headteacher/Head of School on an annual basis and may include responsibility for small group teaching; one to one teaching; team teaching which:

- Promotes children's independence and resilience through developing social and emotional aspects of learning and language for communication

- Having a commitment to recognising and identifying a talent within all the children you teach and contribute to a whole school ethos of promoting the Arts and Sports.
- Knowing when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and special educational needs and disabilities, and referring to sources of information, advice and support from external agencies.

Other - Any other duty deemed reasonable, as directed by the Head of School/Executive Headteacher.