

JOB DESCRIPTION	
Post Title: Qualified Teacher of the Deaf	Salary Scale: Teacher Scale points 1- 9 plus SEN 2 allowance
	Academy: Culloden Primary Academy
Responsible To: Deaf Support Base Manager Responsible For: The provision of an appropriate learning experience for all pupils.	

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.

Professional Duties

Teaching

In each case, having regard to the curriculum for the Academy, 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 Trust 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.
- Assessing, recording and reporting on the development, progress and attainment of all pupils.
- Working with the deaf pupils individually, in small groups or supporting them in their mainstream class.
- Assessing and monitoring the language and communication skills of the deaf pupils.

- Identifying and assessing the special educational needs of individual deaf pupils in tandem with the head of the provision and sharing the responsibility for meeting those needs with other designated staff and professionals.
- Understanding the factors that contribute to an optimum learning environment for learners with hearing impairment, including acoustics, lighting and classroom management.
- Understanding the relationship between auditory function and the development of language and communication skills and how this affects learning.
- Understanding the interaction between delayed language acquisition, cognitive development and hearing loss.
- Promoting the expressive and receptive language of learners with hearing impairment.
- Understanding the impact of hearing loss on the learning styles of learners with hearing impairment and how teaching, learning and assessment can be modified to provide effective opportunities to enable learners with hearing impairment to make good progress.
- Modifying and adapting teaching materials, resources to make them accessible to learners with hearing impairment.
- Contributing to the assessment of the language and communicative competence of learners with hearing impairment, both spoken and sign as appropriate.
- Monitoring the speech and language development of learners with hearing impairment and the way they interpret and use auditory and/or visual information, and using this information for forward planning.
- Using information gained from assessment to set targets and plan teaching approaches that help learners with hearing impairment make good progress.

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 Academy, and participating in meetings arranged for any of the purposes detailed above.
- Meeting the professional standards for teachers in England.

Assessments and Reports

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

Performance Management

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

Review, Induction, 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 Education (Induction Arrangements for School Teachers) (England) Regulations 2008, 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 Academy 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.

- 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.

Equal Opportunities Statement

Adhere to the Trust's equality policies and promote equality of opportunity at all times.

Commensurate Statement

Undertake any other reasonable duties commensurate with the grade as determined by the Assistant Principal/Principal.

Safeguarding

To have due regard for safeguarding and promoting the welfare of children and young people and follow the Trust's child protection and safeguarding procedures.

Teacher: _____

Date: _____

Principal: _____

Date: _____

Person Specification

Post Title: Class Teacher	Application	Interview and/or Assessment
Qualifications		
Educated to degree level	X	
Qualified teacher status in the UK	X	
Mandatory teacher of the deaf qualification	X	
Minimum BSL level 1 or willingness to obtain the qualification	X	
Professional Knowledge and Understanding		
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
Must have specialist knowledge to monitor the functionality and use of amplification equipment.	X	
Must be able to interpret audiological information and explain it to all involved with the deaf pupils.	X	
Professional Skills and Abilities		
An outstanding classroom practitioner willing and able to teach a class in any key stage.	X	X
Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks.	X	X

Must be able to interpret data in such a way as to support the effective planning for individual pupil progress.	X	
Must understand the purpose and application of SEND plans.		X
A teacher with good ICT knowledge and skills, able to demonstrate the effective use of ICT to enhance the teaching and learning of pupils.		X
Personal Qualities		
Must be willing to 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 member.		X
Must have good verbal and written communication skills.	X	X
Must be able to manage own workload effectively and respond swiftly to tight deadlines.		X
Good interpersonal skills, with the ability to inspire, enthuse and motivate others and develop effective partnerships.		X
Willingness to share expertise, skills and knowledge and the ability to encourage others to follow suit.		X
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others.		X

To practice equal opportunities in all aspects of the role and around the work place in line with policy.		X
Maintain and demonstrate a personal commitment to professional development linked to the professional standards for teachers.		X
Additional		
Ability to understand and effectively manage issues affecting pupils with challenging behaviours.	X	
An enhanced DBS check satisfactory to the Trust will be a condition of your appointment.	X	
All staff are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the Trust's child protection and safeguarding procedures.	X	X