



Helping each other to achieve our dreams...

Lower Darwen Primary School
Qualified Teacher of the Deaf
Person Specification

Qualifications and Experience			
Essential (E)/Desirable (D) Criteria	E/D	A/I	
Qualified Teacher Status (UK)	E	A	
Mandatory Teacher of the Deaf Qualification	E	A	
Minimum 1-2 years relevant experience in teaching deaf children in a mainstream school, specialist resource provision or equivalent	E	A	
Knowledge and experience of current legislation with particular reference to deaf children and young people	E	A/I	
Experience of teaching children with a range of complex SEND	E	A/I	
Experience of delivering outstanding outcomes through own practice and working with others	E	A/I	
Experience of communicating with a range of professionals to meet children's complex SEND	E	A/I	
Skills and Knowledge			
Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment	E	A/I	
Knowledge of the National Curriculum	E	A	
Strong knowledge of language development in SEN/EAL children	E	A/I	
Knowledge of the EYFS curriculum and knowledge of EHCPs, individual learning plans and annual review processes	E	A/I	
Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure	E	A/I	
Effective communication, good time management, ability to prioritise and problem solve	E	A/I	
Knowledge and understanding of monitoring and evaluation procedures	E	A/I	



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Increasingly develop competence and confidence to use own initiative when appropriate, but tempered with being able to identify when in need of further advice and support	E	A/I	
Understanding of the needs of students in a diverse school population	E	A/I	
Abilities			
Have an ability to establish good rapport and build professional relationships rooted in mutual respect with deaf pupils and their parent/carers	E	A/I	
Able to support mainstream teachers in curriculum planning, preparation of materials and adaptations to make classes an inclusive learning environments	E	A/I	
Observing proper boundaries appropriate to their professional position, with deaf pupils, whilst supporting their full participation and independence	E	A/I	
To work collaboratively with families, LA outreach services, specialist health services and third sector organisations to promote aspirational opportunities for deaf learners	E	A/I	
Excellent verbal communication skills needed to deliver spoken information in a clear manner and model spoken language for pupils	E	A/I	
Ability to meet the needs of our cohort within a hearing and speaking curriculum, by helping students to develop their vocabulary, grammar and speech.	E	A/I	
Ability to plan a bespoke curriculum for children within the resource base, in relation to their complex needs	E	A/I	
Qualities			
Have high expectations for every deaf child, recognising that deafness itself is not a learning disability, and an understanding that deaf children and young people should have the same potential to achieve as their hearing peers	E	A/I	
Be willing and enthusiastic to learn and undertake further training to ensure the required knowledge for the post is kept updated to reflect, for example, developments in technology for deaf students.	E	A/I	
A commitment to safeguarding and promoting the welfare of children	E	A/I	
Able to keep confidentiality throughout all aspects of their work	E	A/I	
Good attendance and punctuality	E	A	
Resilience, energy and enthusiasm	E	A/I	
Adaptability to changing circumstances and new ideas	E	A/I	



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Committed to the ethos of the school	E	A/I	
Willingness to be flexible and take on additional duties as and when required	E	A/I	
Equal Opportunities			
A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way	E	A/I	
A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities	E	A/I	
A commitment to working in a flexible and collaborative manner with all members of the school community	E	A/I	