



Our vision for Children and Young People at Royal School for the Deaf Derby

- To have confidence in developing their own deaf identity and their sense of belonging.
- To feel safe, happy and cared for in an environment where all children are listened to, can express their views and are understood whatever their preferred communication.
- To be challenged to achieve their best through excellent teaching, a comprehensive curriculum and a wide variety of experiences from Early Years to 16 Plus.
- To work in an environment that encourages lifelong learning, and equips our children and young people with the tools and skills to achieve.
- Be tolerant and inclusive, so all children and young people are able to build effective relationships based on empathy, friendship and respect.
- Enjoy excellent access to communication support.

Title of Role

Full time or Part Time Teacher in Post 16 (subjects to be agreed)

Line Management

Responsible to: Post 16 Departmental Lead

Responsible for: Education Assistants, Transition (Communication) Support Workers
volunteers or students on placement allocated to your classes.

Overall Purpose of Role

- To plan, prepare, deliver and assess, from a range of curricula including GCSE Maths, GCSE English, Functional Skills Maths and English (from Entry Level 1 - Level 2), Driving Theory, British Sign Language and Preparation for Adulthood sessions incorporating PSHE, RSE and careers education
- To take pastoral responsibility for assigned learners including health and wellbeing and taking responsibility for liaising with parents and carers about day to day events

Functional Relationships

- Post 16 lead & other Teachers and Education Assistants in Post 16
- Specialist Speech and Language Therapists and Audiologist
- Safeguarding, Wellbeing, Behaviour & Attendance Leads
- Care staff supporting Post 16 learners
- Co-ordinator of Complex Special Educational Needs and Disabilities

Job Outline

- To plan and deliver the curriculum (as discussed and agreed with the Post 16 Lead to assigned groups of learners)
- Report on the development, progress, attainment and achievement of these pupils
- To establish a purposeful learning environment where: learners are engaged and encouraged to learn independently, diversity and equality are valued and opportunities for all learners are maximised
- To provide a clear structure and sequence of lessons which maintain pace and motivation for learners

- To plan sequences of lessons for identified subjects/areas in line with year group curriculum plans.
- To use year group plans to identify clear teaching objectives; setting tasks which challenge learners
- To set clear and challenging targets for pupils and identify pupils who have specific needs.
- To deliver lessons that are at least consistently good.
- To differentiate activities to meet all learner's needs.
- To encourage learners to learn independently
- To make best use of teaching time by maintaining an orderly classroom and establishing a purposeful learning environment.
- To assess learner's work effectively and regularly during and after lessons and to teach learners self-assessment strategies so they are involved in their own assessment.
- To be involved in writing and up-dating curriculum policies and procedures as needed from time to time
- To prepare and present informative reports for parents and carers; prepare and submit accurate information for Annual Reviews by the date requested and attend Annual Reviews of children as required
- Systematically assess and record pupil progress, maintain records of successful learning, learner strengths and weaknesses. Use these records to inform planning and discern the level at which the learner is achieving
- To work closely with the Specialist Speech and Language Therapist and Audiologist to ensure teaching practice is aligned to the communication needs of individual children
- To support the audiological needs of children including checking audiological equipment such as hearing aids and implants
- To take responsibility for the development and delivery of teaching and learning of a nominated curriculum area as discussed and agreed with the Post 16 Lead
- To work in collaboration with staff in Secondary Department to ensure the continuity of teaching and learning across departments
- To update knowledge and delivery of the subject areas, including participating in whole school and external continuing professional development activities
- To supervise learners at break times if requested
- To work in collaboration with a range of external professionals such as Social Workers, and health practitioners to promote a holistic child centred approach to development
- To liaise effectively with parents, carers and school residence staff

Respecting the rights, dignity and worth of all young deaf learners, all staff must treat all deaf learners equally regardless of sex, ethnic origin, religion, political persuasion or ability. **ALL STAFF ARE EXPECTED TO COMPLY WITH THE SCHOOLS HEALTH AND SAFETY, EQUAL OPPORTUNITIES AND SAFEGUARDING CHILDREN POLICIES AND PROCEDURES WHEN GOING ABOUT THEIR DAY TO DAY ACTIVITIES**

All staff should be committed to the communication approach of the School which values equally BSL and English. They should be prepared to improve their own bilingual skills (whether this is improving their BSL or English skills) as well as helping others to do so. They must be committed to good working by hearing /deaf teams.

| Qualifications | Essential | Desirable |
|---|-----------|-----------|
| Qualified Teacher of Secondary or Post 16 learners | • | |
| Qualified Teacher of the Deaf or willing to start training within 3 years of appointment | • | |
| British Sign Language Level 3 (or willing to start training upon appointment) | • | |
| Knowledge and Experience | | |
| Up to date knowledge of relevant Key Stages and National Curriculum requirements | • | |
| Recent experience of planning, preparing, delivering and assessing curricula | • | |
| Knowledge of a range of teaching and learning strategies for d/Deaf learners | • | |
| Knowledge and understanding of a range of teaching and learning styles | • | |
| Knowledge and experience of teaching and learning at key Stage 5 | • | |
| Skills | | |
| Able to differentiate curricula and resources to ensure learners of all abilities enjoy and achieve their potential | • | |
| Able to establish and maintain positive and appropriate relationships with children and young people | • | |
| Able to analyse data including tracking of learner progress and trends, evidencing departmental performance, improvement and target setting | • | |
| The ability to de-escalate potentially challenging situations | • | |
| Energetic and able to create a happy, challenging and effective learning environment | • | |
| Personal Attributes | | |
| Emotionally resilient and demonstrates ability to work in a variety of settings | • | |
| Commitment to the protection and safeguarding and wellbeing of children and young people | • | |
| Ability to establish productive partnerships with pupils, parents, carers and the wider community of the school | • | |
| Ability to demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession | • | |
| Fitness to Teach | | |
| Physically and mentally able to undertake the prescribed teaching activities set out in The Education (Health Standards) (England) Regulations 2003 | • | |