



Teacher of the Deaf

Job Description

Teaching and Learning

- ❖ You must hold the qualified teacher status (recognised in the UK) to apply for this post.
- ❖ The additional qualification of teacher for children with hearing impairment is desirable (if not holding the qualification you will need the commitment to complete a mandatory two-year distance learning course for children and young people with hearing impairment qualification course).
- ❖ To ensure that the special educational and communication needs of individual children are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice (2014) (SENCOP) and Disability Discrimination Act (DDA).
- ❖ Sign Supported English (SSE) as our main tool to support communication and language development. Although it is not essential that the successful candidate needs to know SSE, we would require someone who has a good understanding of BSL so that they could pick up SSE quickly.
- ❖ To support mainstream colleagues to promote inclusive practices and to aid the effective teaching of deaf pupils.
- ❖ To contribute to the development of our deaf provision.
- ❖ To establish and maintain professional relationships with school, other services or agencies, parents and pupils to develop and sustain effective teaching and learning strategies for deaf pupils.
- ❖ To include parents in the planning and reviewing of provision and ensure they are supported in their development as educators of their children.

Teaching, Assessment and Monitoring

- ❖ To carry out detailed assessments, monitoring, specialist teaching and programme planning for deaf pupils.
- ❖ Teaching is carefully pitched to ensure deaf children are included and are effective contributors
- ❖ To work with school to develop teaching strategies, approaches, specialist materials and resources to support deaf pupils.
- ❖ To regularly plan with school staff and other agencies to advise on specific strategies and specialist equipment for individual pupils.
- ❖ To work with the school and parents to provide advice to the LA when a request for statutory assessment is made for deaf pupils.
- ❖ To act as a role model of good classroom practice for other teachers, modelling effective strategies with them.
- ❖ To monitor and maintain records of teaching, meetings, planning and pupil progress.

- ❖ To advise on specialist equipment and specific strategies appropriate to individual pupils.
- ❖ To manage personal amplification systems and radio aid systems on a daily basis.
- ❖ To keep up to date audiology records for all deaf children.
- ❖ To work with the Speech and Language Therapist to develop individual programmes.
- ❖ To evaluate the efficacy of individual support programmes through accurate benchmarking and target setting.
- ❖ To understand how deafness can impact on CYP learning.
- ❖ To set realistic targets aimed at closing the attainment gap.

Training Research and Development

- ❖ To contribute to the development and production of specialist resources for use with deaf pupils.
- ❖ To maintain professional awareness of current research and thinking on good practice in the education of children with hearing impairment and wider inclusion issues.
- ❖ To maintain a professional awareness of the published resources available for use with pupils.

Administration, Organisation and Management

- ❖ To work alongside the Teacher of the Deaf to ensure value for money with the purchase, organisation and storage of resources.
- ❖ To assist in the collection and collation of information which may be required for deaf specific management/service delivery purposes.
- ❖ To produce records and reports as requested by the Senior Leadership Team.
- ❖ To contribute to the school and Provision Development Plans.
- ❖ To participate in meetings which relate to the development, administration or organisation of the provision.

January 2022.



Teacher of the Deaf Person Specification

	Essential	Desirable
Qualifications and Training 1. Degree or equivalent 2. Qualified teacher status 3. Hold or is working towards the mandatory qualification for teaching deaf children (Med, B Phil Ed, Advanced Diploma) 4. At least three years' experience working with a range of deaf children and young people of different ages, from different backgrounds and in different settings. 5. A good record of ongoing professional development	* * * * *	
Knowledge 1. Knowledge about the impact a pupil's hearing impairment can have on all aspects of teaching and learning as well as on social & emotional development 2. Good understanding of language development and the different approaches that can be used with hearing impaired children 3. Knowledge of a range of alternative methods of communication	* * *	

4. Knowledge of the implications of relevant current legislation 5. Knowledge of the EYFS, KS1 and KS2 National Curriculum 6. Knowledge of NDCS quality standards for support services and special provisions for delivering the curriculum to deaf pupils 7. Working knowledge of current amplification systems 8. Knowledge and experience of a range of adaptive and augmentative technologies and strategies to promote inclusive opportunities for pupils with sensory impairments	* * * *	* * *
Skills and Abilities 1. A proven ability to communicate clearly and effectively with deaf children and young people, parents and carers. 2. The ability to work with parents and carers to secure partnership in the learning process 3. Ability to motivate others 4. An ability to use ICT as an integral part of an individual programme to improve curriculum access and for record keeping 5. The ability to work as a member of a team and contribute to service development 6. An ability and commitment to relate positively to schools, other agencies and voluntary sector organisations. 7. Ability to provide robust, detailed and expert scrutiny of education of deaf children (through, for example,	* * * * * *	*

reviewing policy documents or visiting education settings)	*	
8. Good writing skills, with an ability to write clearly to a range of different audiences, including families, young people, professionals and decision-makers.		*
9. Ability to confidently give presentations and deliver training to different audiences.	*	
10. Strong interpersonal skills, with an ability to confidently participate in meetings and also work effectively and collaboratively as part of a team.	*	
11. Strong commitment to promoting equality for deaf young people and their full inclusion in society.		