

Job Description	
Post Title: Teacher of the Deaf (ToD) – Associate Subject Leader (ASL) Deaf Support Base (DSB)	Grade: MPS1 £34,502 – MPS6 £44,756 UPS1 £49,320 – UPS3 £53,482 (TLR 2b plus SEN 2 Allowance once qualified as ToD)
Department: Additional Education Needs Faculty	Responsible to: Inclusion Co-ordinator (INCO) / Subject Leader DSB Responsible for: LSAs, HTLAs, Instructors of the Deaf.
Role Summary: <p>To provide ongoing specialist support for students and staff, the teacher and the school to raise standards of achievement for all deaf students, to encourage deaf students to become independent, to ensure their safety and welfare and support the inclusion of deaf students in all aspects of school life. To increase the rate of student progress across faculties by adding to the capacity of colleagues to deliver good and outstanding lessons.</p>	

DUTIES AND RESPONSIBILITIES

Main Duties:

To work under the direction of the DoL AEN, INCO and the Subject Leader –DSB, to:

- 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).
- To teach, assess and monitor HI/Deaf students within the specialist provision.
- To use specialist teaching skills with students on a 1:1 and small group basis to develop language and listening skills.
- To work with subject teachers to support with and provide advice on the differentiation of tasks.
- To deliver effective and efficient support, advice and training to mainstream colleagues facilitating inclusive education, meeting statutory responsibilities and raising standards of achievement for HI students.
- 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.

Activities

- To support the Subject Leader of the specialist provision in the creation of developmental teaching and learning plans for individual HI/Deaf children that contributes positively to their achievement across the curriculum, reflects the School Development and Improvement Plan, and supports their individual needs relating to their deafness.
- To carry out detailed assessments, monitoring, specialist teaching and programme planning for deaf pupils.
- To advise on specialist equipment and specific strategies appropriate to individual pupils.
- To assist with the personal amplification systems and radio aid systems on a daily basis.
- To keep up to date audiology records for all deaf children.
- To assess, report on and recommend access arrangements in tests and examinations as appropriate to students' individual needs.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- To assist in the preparation and delivery of training to mainstream colleagues to promote inclusive practices and to aid the effective teaching of students with HI.
- To develop teaching strategies, approaches, specialist materials and resources to support HI students.
- To agree, monitor, assess and evaluate each HI/Deaf student's progress towards their targets and support in the co-ordination of their Annual Reviews.
- To be aware of all audiology needs and to ensure that equipment, testing and clinical referrals are maintained.
- Ensure good management of audiology equipment.
- To support the Subject Leader in monitoring and developing the role of the Learning Support Assistants (and any support teachers) within the specialist provision, giving feedback in a way that recognises good practice resulting in tangible impact on student learning.
- To work closely with parents in support of each child's development.
- To work closely with outside agencies and other teachers of the deaf, who contribute to meeting the needs of each child.
- To demonstrate good practice to other teachers and support staff within the provision and throughout the school.
- Keep up to date with good practice in other schools and specialist provisions.
- To support the developments of learning and teaching throughout the school, as defined in the generic job description for Associate Subject Leader.
- Maintain up to date knowledge on the latest educational research and pedagogy, particularly in relation to the SEN Code of Practice.
- Support the development of participation of Deaf/HI students in extracurricular activities.

General

1. To prepare reports and support with the annual review cycle of DSB students.
2. Respect the confidentiality of student information and respond sensitively to students' needs.
3. Be aware of particular learning and physical needs of the students you and your team support.
4. A willingness to engage in feedback and take ownership for personal development.
5. Actively participate in the school's performance management scheme, as specified in the school's policy, meeting regularly with your line manager, in accordance with the scheme, ensuring appraisal objectives are set and met within the agreed time scale.
6. Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at Appraisal Reviews.
7. Attend staff meetings, as required.
8. To be a key worker for identified students and to lead professional meetings as necessary.
9. To work with all teachers responsible for the teaching and learning of DSB students regularly.
10. To work with HLTAs/LSAs for deaf students
11. To support in delivery of mainstream subject teaching where required by the school to maintain service provision

The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.

Training

The postholder will be required to undertake training as required to be effective in carrying out all duties.

General

- Ensuring that all duties and responsibilities are discharged in accordance with the school's Health & Safety at Work Policy.
- Complying with the school's Equal Opportunities and other policies and assisting with their development and promotion within the school.
- Ensuring comprehensive procedures notes are compiled for key tasks.
- Any other duties commensurate with the grade of the post.

This Job Description is not prescriptive in that the needs of the School may change and this could necessitate revision in the future and amendment at any time, after consultation.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____	Date _____
Post holder	
Signed _____	Date _____
Headteacher	

Person Specification for the Post of Teacher of the deaf		Ess	Des	Evi
Knowledge	<ul style="list-style-type: none"> Detailed and current knowledge about the needs of SEND learners, with at least one area of specialist expertise in deaf/HI. Up to date knowledge of developments in the assessment and teaching of deaf /HI, SEND and other vulnerable learners. The ability to plan monitor and advise on appropriate programmes and strategies to address the needs of deaf /HI, SEND and other vulnerable groups. Good knowledge of curriculum requirements, planning and development. Good understanding of how deaf/HI children learn and able to actively promote and support creativity and independence in learning. Knowledge of the range of available audiological equipment and amplification systems and how to use them appropriately and effectively in different acoustic environments to minimise the adverse effects of hearing loss on progress and achievement or if unqualified an understanding of Deaf Awareness and how different acoustic environments can have an impact on the progress and achievement of students with hearing impairment. An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in the Deaf Support Base as part of a whole school approach to raising achievement. An understanding of the role of Deaf Support Base in the wider curriculum. The ability to provide support and guidance to colleagues on professional development opportunities. The ability to manage and supervise the work of a team of LSA's. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		
Qualifications & Experience	<ul style="list-style-type: none"> A good honours degree Grade A* - C GCSE English and Maths QTS (Qualified Teaching Status) QTOD or a willingness to complete the qualification Qualified to at least BSL Level 1 or willingness to complete qualification if currently unqualified The ability to work as part of a team The ability to communicate effectively with individuals and groups of students, teachers, parents and other members of staff. The ability to establish and maintain effective working relationships with teachers and other members of staff and parents. The ability to accept guidance and direction from colleagues. The ability to keep written records and support the development of children's' progress with confidence. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		

	<ul style="list-style-type: none"> A willingness to undertake training to ensure that the roles are effectively carried out. Experience of establishing successful learning relationships with a variety of children at the relevant age. Experience of working successfully in partnership with parents and external agencies Relevant first aid qualifications 	✓ ✓	✓	
Other	<ul style="list-style-type: none"> The ability to communicate effectively to staff the needs of deaf students Excellent organisation skills Excellent communication and use of ICT skills To work directly with external professionals The ability to manage and prioritise workload A commitment to continuous professional development A commitment to the LA's Equal Opportunities Policy Genuine passion and belief in the potential of every student A helpful, positive, calm nature A commitment to ensuring every student achieves his or her very best A satisfactory enhanced DBS A willingness to be flexible and take on additional duties as and when required To promote the general progress and well-being of all students To ensure that the use of resources is effective and of benefit to the school and students. Committed to the ethos of the school 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		
Personal Qualities	<ul style="list-style-type: none"> Ability to effectively communicate groups of students, teachers, parents and other members of staff Ability to accept guidance and direction from teachers, Year Team leaders, and SLT. Commitment to confidentiality Able to take initiative/seek advice as appropriate To be self-motivated and able to work independently Excellent interpersonal and listening skills Ability to work under pressure and to meet deadlines 	✓ ✓ ✓ ✓ ✓ ✓ ✓		