JOB DESCRIPTION

Job Title:	Teacher of the Deaf
Responsible to:	Head of Deaf Support Department
Responsible for:	N/A
Grade/Pay Range:	TMS / UPS

Job Purpose

All teachers at Heathcote School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)
- To comply with Health and Safety at Work Legislation

All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of the School Improvement Plan (SIP) and all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Main Responsibilities

- Supporting deaf pupil progress through the flexible delivery of support and teaching in a wide variety of ways including whole class teaching, small group teaching, team teaching within the mainstream classes, 1:1 with the deaf learners, pre and post tutoring and producing individualised learning programmes. Working flexibly across the range of curriculum subjects offered at Secondary level, whilst always having a focus on development of language and literacy skills as needed.
- Providing high level language models for the deaf students across the range of communication modes (speech, British Sign Language, Sign Supported English etc.)
- Supporting the social and emotional development of deaf learners through strategies such as individualised mentoring, modelling of social interaction, organising extra-curricular workshops and events to support language and social development, providing opportunities for interaction with

positive deaf role models and facilitating families engaging with extra-curricular opportunities available for their child.

- Monitoring the hearing, language and communication levels of the deaf learners including use of sign and spoken language and any modes of communication through a range of specialist assessments as well as interpreting information from other professionals (such as audiologists, speech and language therapists etc.) and planning lessons and interventions to support progress.
- Monitoring the acoustic environment in the school environment and advising on ways to improve it for the deaf learner.
- Liaising with class teachers to develop teaching strategies, approaches, specialist materials and resources to support deaf children.
- Supporting pupils to maximise their use of audiological technologies such as hearing aids, cochlear implants, assistive listening devices and Soundfields, promoting independence in the deaf learners.
- Providing coaching and support for deaf pupils to use appropriate access arrangements for examinations effectively as well as providing specialist assessments or reports where necessary.
- Building excellent relationships with the deaf learners in order to provide pastoral care, build self-esteem, maintaining good classroom management and promoting independence.
- Building excellent relationships with deaf students' families in order to facilitate family and learner access to professional and extended services; provide information and support; support parents to come to terms with their child's disability and facilitate training to parents to ensure they can communicate effectively with their child.
- Maintaining professional awareness of current research and thinking on good practice in the education of children with hearing loss and wider inclusion issues.
- Supporting deaf pupils to prepare for transition from and to different education stages.
- Contributing to joint assessments, target setting and programmes of work involving cooperation and joint working with a range of professionals in audiology, mental health, social care, speech and language therapy etc.
- Facilitating Annual Review meetings for deaf pupils with EHC plans.
- Attendance at departmental meetings and to play an active role in the work of the department
- Attendance at parents' evenings and cause for concern meetings etc. as appropriate
- Fulfilment of the duties of a form tutor as required.
- Have regard for and promote the School's Equality Policy.
- Contribution to the school's extra-curricular provision for deaf learners and extracurricular activities to promote interaction between deaf and hearing learners.
- Other tasks as negotiated / delegated by the head of department.

Specific responsibilities for all teachers:

- Teaching high quality lessons that are secure or better under the school's self-evaluation process.
- Teaching with due regard to current Health and Safety legislation.
- Planning and preparing schemes of learning and lessons.
- Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the pupils assigned to her / him, including the setting and marking of work to be carried out by the pupil in the school and elsewhere.
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her / him.
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Taking such part as may be required of her / him in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school.

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards and Teacher of the Deaf standards.
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Reviewing from time to time her / his methods of teaching and programmes of work.
- Participating in arrangements for her / his further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her / his supervision and training.
- Working towards meeting of Threshold Standards or UPS standards, where relevant.
- Undertaking any reasonable direction from the Headteacher.

School Ethos:

For Heathcote staff in general:

- Playing a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same.
- Actively supporting the school's corporate policies and aspirations.
- Adhering to the staff professional code of conduct as developed collectively by staff.
- Complying with the school's Health and Safety Policy and undertaking risk assessments as appropriate.
- Checking emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

We show respect by:

- Listening to what others have to say
- Thinking about our body language and demeanour
- Praising in public and challenging in private
- Working within an ethos of high challenge and low threat

We show responsibility by:

- Being proactive
- Keeping to deadlines
- Being consistent
- Being on time
- Doing our jobs to the best of our ability
- Offering help and support to others when needed
- Always being ambitious and solution-focused

We show integrity by:

- Owning up to mistakes
- Being open, reflective and honest
- Having a culture of no blame
- Doing the right thing even though it may be difficult
- Treating everyone equally

CONFIRMATION OF JOB DESCRIPTION

POST: **Teacher**

NAME:

I confirm that I have read this job description and person specifications

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signatures:

Signed……..…… Date ……
(Teacher)

Signed…… Date……
(Headteacher)