

PARADIGM TRUST

JOB DESCRIPTION		
Post Title: Class Teacher of the Deaf	Grade:	TBC + SEN point
	Date:	March 2016
RESPONSIBLE TO: Deaf Support Base Manager		

General Professional Duties

- Carrying out the professional duties of a teacher across the school as circumstances may require.
- Undertaking any duties and tasks under the reasonable direction of the Deaf Support Base Manager.

Professional Duties

Teaching

In each case, having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to the teacher. This is achieved by:-

- Planning and preparing courses and lessons in accordance with the agreed school policy.
- Teaching, according to their educational needs, the pupils assigned to the teacher, including the setting and marking of work to be carried out by the pupils in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of all pupils.
 - Encouraging all pupils to develop a sense of responsibility for themselves, other people and the environment, and to promote a positive ethos in which high self-esteem is fostered.
- Working with the deaf pupils individually, in small groups or supporting them in their mainstream class.
- Assessing and monitoring the language and communication skills of the deaf pupils.
- Identifying and assessing the special educational needs of individual deaf pupils in tandem with the head of the provision and sharing the responsibility for meeting those needs with other designated staff and professionals.
- Understanding the factors that contribute to an optimum learning environment for learners with hearing impairment, including acoustics, lighting and classroom management.
- Understanding the relationship between auditory function and the development of language and communication skills and how this affects learning.
- Understanding the interaction between delayed language acquisition, cognitive development and hearing loss.
- Promoting the expressive and receptive language of learners with hearing impairment.
- Understanding the impact of hearing loss on the learning styles of learners with hearing impairment and how teaching, learning and assessment can be modified to provide effective opportunities to enable learners with hearing impairment to make good progress.
- Modifying and adapting teaching materials, resources to make them accessible to learners with hearing impairment.
- Contributing to the assessment of the language and communicative competence of learners with hearing impairment, both spoken and sign as appropriate.
- Monitoring the speech and language development of learners with hearing impairment and the way they interpret and use auditory and/or visual information, and using this information for forward planning.
- Using information gained from assessment to set targets and plan teaching approaches that help learners with hearing impairment make good progress.
- Encouraging learners to become more independent.

Other activities

- Promoting the general well-being of individual pupils and of any class or group of pupils assigned to the teacher.
- Providing guidance and advice to pupils on educational and social matters, which includes making relevant records and reports, communicating and consulting with the parents, and with persons or bodies outside the school, and participating in meetings arranged for any of the purposes detailed above.
- Meeting the TDA's professional standards for teachers in England relevant to a class teacher.
- Directing and overseeing the work of Teaching Assistants, ensuring that they understand pupils' targets and are clear about their role in helping them to achieve these.

Assessments and reports

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Performance appraisal

- Participating in arrangements made in accordance with current regulations for the monitoring of performance and that of other teachers.

Review, induction, further training and development

- Reviewing periodically, their methods of teaching and programmes of work.
- Participating in arrangements for their further training and professional development, which aim to meet the needs identified in appraisal objectives or in appraisal statements or in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for their supervision and training.

Educational Methods

- Advising and co-operating with the Principal and other teachers, on the preparation and development of courses of study, teaching materials, and teaching programmes, methods of teaching and assessment of pastoral arrangements.

Discipline, health and safety

- Maintaining at all times, good order and discipline among the pupils with regard to health and safety.

Staff Meetings

- Participating in meetings at the school at the reasonable direction of the Principal and Executive Principals.

Cover

- Providing cover for absent colleagues across the school.

Public Examinations

- Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations and recording and reporting such assessments.

Administration

- Participating in administrative and organisational tasks relating to all aspects of their professional duties, with the exception of tasks, which do not call for the exercise of their professional skills and judgement as detailed in the current School Teachers' Pay and Conditions Document.
- Attending assemblies, registering pupils and supervising pupils before, during and after school sessions.

Working Time

- Being available for work on 195 days in any school year.
- Being required to teach on 190 days in any school year.
- Being available for 1265 hours, which shall be allocated reasonably throughout the 195 days.
- Being available to work reasonable additional hours as may be required to enable them to effectively carry out their professional duties.
- As a Trust, we are outcomes-driven and so we are supportive of flexible ways of working, although you will need to demonstrate a successful track record of teaching to time and quality.

Conditions of Service

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

Equal opportunities statement

Adhere to the Trust'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 Principal.

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 Trust.

Teacher: _____

Date: _____

Principal: _____

Date: _____

PARADIGM TRUST

Job and Person Specification

All of the following criteria are essential unless otherwise stated and will be tested as part of the selection process. Those criteria that will be assessed at the written application form stage are marked as 'A'. Those that will be assessed as part of the selection interview process are marked as 'I'.

As a guide your written personal statement should be no more than two sides of A4.

PERSON SPECIFICATION

POST TITLE

Class Teacher of the Deaf

	Application	Interview
Qualifications		
Educated to degree level	A	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS.	A	
Mandatory teacher of the deaf qualification.	A	
Minimum BSL level 2 or willingness to obtain the qualification.	A	
Professional Knowledge and Understanding		
Must understand the contribution of EMAG work in a primary school and what constitutes good practice and support for bilingual learners.	A	
Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEND.	A	
Must have specialist knowledge to monitor the functionality and use of amplification equipment.	A	
Must be able to interpret audiological information and explain it to all involved with the deaf pupils.	A	
Professional Skills and Abilities		
A good classroom practitioner willing and able to teach a class in any key stage and a DSB class.		I
Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks.		I
Must be able to interpret data in such a way as to support the effective planning for individual pupil progress.		I
Must understand the purpose and application of SEND plans.		I
Ability to work collaboratively with mainstream staff and other professionals, to maximise achievement through joint planning, implementation, evaluation and reporting.	A	
Personal Qualities		
Must be willing and enjoy engaging parents/ carers in order to encourage their close involvement in the education of their children.	A	
A teacher with a flexible approach to work who enjoys being a good team member.	A	
Must have good communication skills both orally and in writing.	A	I
Must be able to manage own work load effectively and respond swiftly to tight deadlines.	A	
Good interpersonal skills, with the ability to inspire, enthuse and motivate others and develop effective partnerships.	A	I
Willingness to share expertise, skills and knowledge and ability to	A	

encourage others to follow suit.		
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others.	A	
To practice equal opportunities in all aspects of the role and around the work place in line with policy.	A	I
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post.	A	
Additional		
Ability to understand issues affecting pupils with challenging behaviours.	A	
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 Trust.	A	

Applicants should note that all of the above will be tested as part of our robust selection process and should ensure all of the criteria are evidenced in the written application. Candidates shortlisted for interview will be required to provide evidence of qualifications and may be subject to competitive selection tests.

This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.