

**Ashton Community Science College**

Job Description

|  |  |
| --- | --- |
| **Post:** | Teacher of the Deaf |
| **Reporting to:** | Line Manager as designated by the Headteacher |
| **Responsible for:** | Support staff within the deaf support department |
| **Liaison** | All staff, SENDCO, external agencies, parents |
| **Working Hours:** | 195 days per year – Full time |
| **Salary/Grade:** | MPS-UPS + 1 SEN allowance |

|  |
| --- |
| **Overview of Role** |
| **Purpose of the Post: Main duties and responsibilities**  To ensure that the educational needs of students and younger adults who are Deaf or hearing impaired are met, and that they become independent learners and achieve their full potential.   * To advise educators and families regarding the needs of students who are Deaf or hearing impaired. * To liaise with other specialist provisions regarding quality assurance, best practice and curriculum intent, implementation and impact. * To ensure provision for pupils with HI identified on the Code of Practice, being responsible for the preparation, review and implementation of EHCP. * To help the SENDCO to manage and develop HI inclusion. * To work with the SENDCO to establish and maintain a centre of Excellence for all-inclusive education. * To monitor and support the overall progress and development of Deaf and Hearing Impaired students |

|  |
| --- |
| **Core Duties** |
| 1. **Operational/strategic/planning**  * To assess the educational needs of students who are Deaf or hearing impaired. * To visit students in various settings including home visits where appropriate to advise and collaborate on:   + Curriculum needs and teaching strategies   + The use of technical and other specialist equipment   + Supporting personal and social development.   + Implications of hearing loss   + Communication needs and Language development in signed and/or spoken language as appropriate.   + Educational needs   + Personal management   + Other services available   + Personal and social development   + Communication and language development * To provide direct training and teaching to students or staff where appropriate to facilitate the student’s learning, inclusion and independence. This may include the use of specialist equipment and teaching and learning materials. * To lead and prepare Annual Reviews, including any assessments required. * To lead on early help assessments and TAF meetings as appropriate for students who are Deaf or hearing impaired * To monitor and assess the progress of students who are deaf or hearing impaired and to use the information gained to inform planning, advice and practice. * To provide training in school, on the educational implications of hearing loss. * To support and develop the work, skills and knowledge of teaching assistants and CSWs working with students who are Deaf or hearing impaired. * To work collaboratively with families, other professionals and voluntary organisations. * To maintain appropriate records to include: * Individual Pupil records * Visit records * Records of assessments. * Records of meetings and joint working with professionals and families. * Equipment issued. * To maintain and develop up to date knowledge of good practice in education, specifically in relation to students who are Deaf or hearing impaired. * To develop skills in communication with Deaf people, including development of BSL skills.  1. **Curriculum provision**  * To work with colleagues to ensure that quality first teaching strategies are embedded in teaching and learning for deaf students across the school and that strategies on deaf student profiles are being used as part of the lesson planning process and are integral to teaching and learning. * To work with heads of faculty and departments to monitor, evaluate and review the quality of teaching and learning across the school with regard to deaf students * To work with the SENDCO to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum for deaf students; * To support and provide guidance and training for teachers who are responsible and accountable for the progress and development of the students who access support from learning support assistants or specialist staff in their classroom  1. **Curriculum development**  * To lead on developing the provision and delivery of an appropriate curriculum for deaf students, reviewing it regularly in the light of school and national policies; * To advise subject teachers on curriculum adaptation and differentiation, including providing CPD where appropriate; * To be responsible for the selection of appropriate examination syllabuses, ensuring appropriate coverage and providing the examination officer with appropriate information when requested.  1. **Staff**  * To collaborate with Heads of Department/faculty and pastoral staff to ensure that deaf and HI students have equal access to learning. * To build an effective team and motivate staff to ensure effective working relations and delivery of the curriculum; * To be responsible for the performance of staff in the department in line with the appraisal policy; * To participate in the school’s ITT and NQT induction programmes; * To make appropriate arrangements for classes when support staff are absent;  1. **Quality assurance**  * To track and monitor against targets for deaf and HI students at each whole school data collection point and use these to inform additional support, intervention and curriculum planning; * To establish common standards of practice within the department and to develop the effectiveness of teaching and learning styles; * To seek/implement improvements where departmental or whole school analyses indicate need for development.  1. **Management information**  * To ensure that all members of the department are familiar with the aims, objectives and policies of the school and department; * To ensure effective communication/consultation as appropriate with staff, parents and students; * To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies; * To represent the view and interests of the department; * To contribute to the promotion of the school and the department where necessary, including open days and evenings, community events, local and national press etc.; * Liaising as appropriate with outside agencies to ensure support for deaf and HI students; * Liaising with and providing information to parents of deaf and HI students on a regular basis;  1. **Communication and marketing**  * To ensure effective communication/consultation as appropriate with staff, parents and students; * To liaise with partner schools, local authority officers, education psychologists, higher education, industry, examination boards, awarding bodies and other relevant external bodies; * To represent the view and interests of the department. * To contribute to the promotion of the school and the department where necessary, including open days and evenings, parent’s evenings, community events, local and national press etc. * Liaising with and providing information to parents of deaf students on a regular basis, including attending and/or chairing annual reviews  1. **Management of resources**  * To manage the available resources of space, staff, and equipment efficiently within the limits, guidelines and procedures laid down * To work with the Deputy Head curriculum to ensure the department’s teaching commitments are effectively and efficiently timetabled and roomed. * Maintain oversight and further development of the deaf support department base, located in The Hive.  1. **Students**  * To monitor and support the overall progress and development of deaf students * To ensure that Pupil Support Plans are effectively written and regularly monitored for all deaf students; * To ensure that the behaviour management system is implemented consistently so that effective learning can take place, and to follow up as per school policy;  1. **Teaching**  * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. * To teach students according to their educational needs, * To assess, record and report on the attendance, progress development and attainment of students and to keep such records as are required. |
|  |

|  |
| --- |
| **Other Duties** |
| * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example. * To undertake any other duties as specified by the STPCD not mentioned in the above. * To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. * To take responsibility for own professional development as agreed; * To engage actively in the performance review (Appraisal) process; * Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. * Employees will be expected to comply with any reasonable request from a Leader or Manager to undertake work of a similar level that is not specified in this Job Description. |

|  |
| --- |
| **School’s commitments** |
| The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.  This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.    Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. |
| **This job description is current at the date below, but following consultation with you, may be amended by the Headteacher to reflect or anticipate changes in the job which are commensurate with the TLR and job title.** |

**Date: 31st March 2025**