

CORPORATE TEMPLATE FOR JOB DESCRIPTIONS & PERSON SPECIFICATIONS

Post Title: Teacher of the Deaf	Director/Service/Sector: Children's Services		Office Use
Grade: Teachers' Pay Scales + SEN Allowance	Workplace: Central Service		JE ref: HRMS ref:
Responsible to: Head of Sensory Support	Date: December 2010	Manager Level:	
Job Purpose:			
To provide hearing impaired children and young people with the means to reach their full potential linguistically, educationally and socially, ensuring that they enjoy the same rights and opportunities as their peers, and that barriers to maximising potential are overcome			
Resources			
Staff	Specialist Learning Support Assistants working with hearing impaired children		
Finance	NA		
Physical	Responsible for assessments and resources to support work with families and across a wide range of schools and settings		
Clients	Hearing impaired pupils aged 0-19, parents/carers, school/settings colleagues, professionals from other services within health, social care and education		
Duties and key result areas:			
<ol style="list-style-type: none"> 1. Monitor and carry out specialist assessment of children's progress, and prepare reports, in order to contribute to the statutory assessment process 2. Attend annual review meetings 3. Provide support and guidance to parents to assist in their acceptance and understanding, and in the development of a positive attitude towards the diagnosis of deafness in their child 4. Advise professional colleagues, including mainstream school staff, on the impact of a hearing loss upon a child's development 5. Empower the ability of mainstream staff to effectively deliver the curriculum through advice, guidance, training, joint planning and liaison 			

6. Build school capacity by delivering accredited training to Learning Support Assistants
7. Empower the ability of a hearing impaired child to access the curriculum and community facilities through the facilitation of linguistic development, speech and understanding of concepts
8. Provide direct support teaching, *in situ*, where appropriate
9. Monitor and manage a range of amplification equipment including hearing aids, cochlear implants and frequency modulation systems
10. Monitor levels of hearing and functional use of hearing
11. Be actively involved in the assessment of a child's level of functioning and determining future strategies
12. Keep accurate, up-to-date and secure profiles for each child
13. Provide support to hearing impaired students, encouraging active exploration and resolution of problems associated with a hearing loss
14. Provide non-professional counselling to hearing impaired children and parents/carers
15. Contribute to reports, reviews and reassessments as required by the Head of School, Head of Service and LA
16. Liaise with professionals from other disciplines as appropriate
17. Contribute to TAC and the CAF as appropriate
18. Contribute to Service provision of '52' week support
19. Any other duties consistent with the nature, level and scale of the post.

Work Arrangements

Transport requirements:

Current driving licence and the ability to meet the transport requirements of the post

Working patterns:

As per teacher 'Pay and Conditions of Service' + contribution to '52 weeks working'

Working conditions:

Peripatetic working within a locality but from a central base

PERSON SPECIFICATION

Appendix 2

Post Title: Teacher of the Deaf	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Teaching qualification • Mandatory qualification 'Teacher of the Deaf', as recognised by the Department for Education <p>Knowledge to include:</p> <ul style="list-style-type: none"> • The special educational needs of hearing impaired children • A full appreciation of the potential of amplification • Knowledge of the assessments and monitoring tools necessary for monitoring the development of hearing impaired children • Knowledge of general early child development and language development in particular • Knowledge of the curricular needs of children across the age range 0-19 years • Knowledge of the dynamics of family life and the role of the Teacher of Hearing Impaired Children within that context 	<p>Knowledge of the specialist monitoring tools used with very young hearing impaired children</p> <p>Knowledge of the Eligibility Criteria for support</p>	
Experience		
<ul style="list-style-type: none"> • Experience in meeting both the individual needs and curricular needs of hearing impaired children • Experience of supporting hearing impaired children, their families and schools or settings 	<p>Experience of working with young hearing impaired children and their families</p> <p>Experience of multi-agency working</p>	

Skills and competencies

<ul style="list-style-type: none">• An ability to promote maximal utilisation of residual hearing• An ability to engage in interactive/conversational approaches with immature language users• An ability to foster and supplement the pre-existing skills of families• An ability to promote the development of audition, receptive and expressive language, speech and the understanding of concepts• An ability to enhance the hearing impaired child's ability to access the curriculum• An ability to foster such development through the existing placement whenever possible• An ability to work flexibly and as part of a team• An ability to use, and evaluate, specialist assessments• An ability to understand and adhere to the need for confidentiality	Additional skills relating to the use of BSL/SSE	
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Physical, mental and emotional demands

<ul style="list-style-type: none">• Have excellent interpersonal skills• Be able to cope with highly stressful situations, such as cochlear implant device failure/ supporting grieving families/ deaf adolescents at transition• Be able to work effectively within a family centred approach, responsive to the needs and context of each individual family• Be willing to adopt and adapt to a range of teaching situations• Be willing to work flexibly within a placement setting		
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<ul style="list-style-type: none"> • Be able to work in collaboration with mainstream staff and colleagues from a wide range of other disciplines, appreciating/maximising the skill sets of others • Be able to function as a member of a team and make robust contributions to service development • Be willing to undertake continuous professional development and show a keen interest in deaf education through affiliation to professional organisations 		
Other		
<ul style="list-style-type: none"> • Ability to work effectively with mainstream colleagues • Ability to use information technology effectively 		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits