



## Job Description

### *Teacher of the Deaf*

This Teacher of the Deaf job description is based on the teacher standards (2012).

#### KEY PRIORITIES

- To work with the Headteacher and Leadership team to be responsible for ensuring a group of pupils make OUTSTANDING progress.
- To have high aspirations for our deaf pupils promoting high attainment for all.
- To evaluate own teaching using a range of evidence.
- To lead the work of teaching assistants.
- To ensure that appropriate resources and lesson plans are in place to allow for OUTSTANDING teaching of a deaf class.
- To promote equal opportunities in all aspects of the school work including the integration of pupils in our Hearing Resourced Base.

#### MAIN RESPONSIBILITIES

##### TEACHING

- 1) Have high expectations.
  - Ensure a safe a stimulating environment is created in classrooms and contribute to this environment across the school.
  - Establish high expectations for pupils of all backgrounds, abilities and dispositions.
  - Act as a positive role model for pupils at all times.
  - Have a good level of BSL (desirable)
  - Be able to translate spoken English into BSL (desirable)
  - Use a total communication approach to taught sessions within the unit.
- 2) Promote good progress and outcomes.
  - Be accountable for pupils' attainment and progress promoting high attainment for all at all times.
  - Develop lessons that build on pupils' prior knowledge.
  - Help pupils reflect on their own progress and instil in pupils a personal responsibility for their own learning.
  - Have a good understanding of pedagogy and use this to plan OUTSTANDING lessons.
- 3) Subject knowledge
  - Have a secure knowledge of the content of the primary curriculum.
  - Have an understanding of the curriculum of stages prior and after those taught (preschool and KS3).
  - Have an excellent understanding the correct use of Standard English and promote and model its use.
  - Have a strong knowledge of systematic synthetic phonics and strategies for developing early mathematical concepts.
  - Adapt teaching to ensure that deaf pupils have full access to the primary curriculum.
- 4) Planning and teaching
  - Plan lessons that make effective use of time, motivate learners and build on previous knowledge.
  - Promote children's intellectual curiosity.
  - Where appropriate, set homework and out-of-class activities.
  - Give support to mainstream teachers so that mainstream plans fully meet the needs of deaf pupils.

- 5) Adapt teaching
  - Use differentiation appropriately to ensure all pupils reach high levels of attainment.
  - Show a good understanding of the factors that help pupils learn and plan for these.
  - Have specific knowledge about the factors that help and inhibit deaf learners and deaf learners with additional needs.
  - Plan and teach lessons that are accessible to all learners including (but not limited to) those of high ability, those with English as an additional language, those with disabilities, those eligible for the pupil premium funding.
- 6) Assessment
  - Know the assessment requirements for the key stages taught.
  - Use formative and summative assessment to guide planning for pupils' learning.
  - Work with data effectively to give feedback to pupils and colleagues about progress.
  - Give pupils regular feedback both orally and through written marking inline with the school's expectations.
  - Produce Delivery Plans (DPs) to support ongoing development of each child in your group.
- 7) Behaviour management
  - Actively manage the learning behaviours of pupils in class and around the school.
  - Have high expectations of behaviour at all times.
  - Produce behaviour plans to support individual children.
- 8) Professional responsibilities
  - Make a positive contribution to the wider life and ethos of the school.
  - Develop professional relationships.
  - Lead support staff during lessons.
  - Evaluate own teaching and take advice from colleagues when required.
  - Communicate effectively with parents recognising their important role in the education development of their child.
- 9) Audiology
  - Have a positive attitude towards all audiological equipment that a child uses.
  - Ensure that the audiological needs of each child are always met.
  - Complete daily hearing aid listening checks, visual and Ling sound checks.
  - Maintain equipment and troubleshoot where appropriate.
  - Liaise with clinics and audiologists and the teacher responsible for audiology within the unit.
  - Check and maintain the radio aid system.
  - Ensure the consistent use of the radio aid system.
- 10) Individual needs, Listening, Speech and Language
  - Work with children on an individual or group basis to promote their communication skills.
  - Work closely with the speech and language team to implement individual programs when needed.

#### PERSONAL AND PROFESSIONAL CONDUCT

Uphold public trust in the teaching profession by:

- treating all pupils with respect;
- showing tolerance;
- promoting values of the school including aspiration, resilience, creativity, community and kindness; and
- ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability.

#### DEVELOPING SELF

- Undertake training and attend INSET days in accordance with contractual requirements.
- Take an active role in own performance management.

#### OTHER DUTIES

- Follow the School's Equal Opportunities policies.
- Maintain confidentiality and observe data protection and associated guidelines.
- Assisting with any other duties of a similar level or responsibility as required by the Head Teacher.
- Promote positive deaf awareness across all aspects of the school.

Teachers are expected to follow school policies.

Teachers will be required to undertake any such reasonable duties as the Headteacher of St John's & St Clement's C of E Primary School may require.

Teachers will carry out their professional duties in accordance with, and subject to, the National Conditions of Employment for Teachers and Education and Employment legislation.