

Primary Teacher of Deaf Children and Young People

Role Description and Specification

Duties are in accordance with the requirement of the School Teacher's Pay and Conditions Document, relevant conditions of employment, National Curriculum requirements, Blanche Nevile School's aims and objectives and the agreed policies established by the staff and the Governing Body.

Relationships

- To be responsible to the Co-Headteachers/Deputy/Senior Teacher at Primary for teaching duties and responsibilities and for teacher tasks.
- To work effectively as a team member.
- To be responsible for the supervision of the work of support staff working with designated pupils.

Duties and Responsibilities

1. To teach effectively according to the educational and communication needs of the pupils assigned to you in a class, group, team teaching situation or on an individual basis.
2. To have high expectations of pupils and build successful relationships centred on teaching and learning.
3. To ensure the Behaviour Policy is implemented consistently so that effective learning can take place.
4. To plan for the deployment of any support staff who are contributing to pupils' learning.
5. To monitor and assess pupils' achievements and progress and contribute to annual reviews, including written reports.
6. To set individual short and long term objectives for Education, Health and Care Plans.
7. Provide Academic reports for Annual Review meetings, End of Year reports and In-Year reports as requested.
8. To follow the school's procedures for planning.
9. To maintain a positive and purposeful classroom working environment in accordance with school policy.
10. To contribute to meetings, discussions and working parties.
11. To work closely with partnership mainstream school ensuring good organisation and transfer of information.
12. To promote equal opportunities within the school and the larger community.
13. To ensure full access to language and communication in the classroom.
14. To monitor and report to parents on the progress of pupils in the allocated class or group.
15. To control and observe the effective use and storage of resources.
16. To maintain records and collect assessment material in line with school policy.
17. To attend case conferences and liaise with outside agencies as required.
18. To foster effective home/school links.
19. To encourage the effective use of the individual pupil's chosen means of communication and use of residual hearing to support the school's bilingual philosophy.
20. To support and implement all agreed school subjects.
21. To undertake all duties as requested by the Co-Headteachers/Deputy/Senior Teacher at Primary

22. To adhere to the school's safeguarding and child protection policies and protocols and be committed to monitoring student welfare.

23. As a co-ordinator for a subject or aspect (if appropriate):

- To set a development plan each year with achievable targets.
- To keep abreast of relevant information, legislation and initiatives.
- To liaise with appropriate external and professional bodies.
- To provide information and advice to staff.
- To lead a working party.
- To monitor and evaluate improvement (especially the effect on teaching and learning) through classroom observation and discussion.
- To attend relevant training.
- To organise and deliver training.
- To co-ordinate assessment.
- To keep the Co-Headteachers/Deputy/ Senior Teacher at Primary fully informed.
- To actively support safeguarding and health and safety
- To follow the school's appraisal policy
- To undertake any other duty as specified by Statutory Teachers' Pay and conditions document not previously identified.

| <u>Experience and Qualifications</u> | | |
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| | Essential | Desirable |
| Qualified Teacher Status | Y | |
| Qualified Teacher of Deaf Children and Young People (QToD) | | Y |
| An Interest in/experience of Deaf education and a commitment to train | Y | |
| British Sign Level (BSL) L3 or above | | Y |
| A commitment to gain a minimum of BSL L2 within one year | Y | |
| Teaching experience including knowledge of the National Curriculum | Y | |
| Experience of and ability to adapt effectively | Y | |
| Subject specialism and ability to contribute to curriculum development | | Y |
| Experience of teaching KS1 or KS2 | Y | |
| Knowledge and understanding of the Key Stage 1 and 2 curriculum and its assessment | Y | |
| <u>Knowledge and Skills</u> | | |
| A good understanding of the qualities of excellent teaching and learning | Y | |
| Excellent classroom management and behaviour management skills | Y | |
| Committed to high quality teaching across subjects and how to improve outcomes | Y | |
| A clear understanding of equality of opportunity for all pupils and staff and how it relates to the inclusion and expectations of deaf children. | Y | |
| Able to plan and evaluate individual programmes of work. | Y | |
| Ability to deploy support staff who are contributing to pupils' learning | Y | |
| <u>Attitude and Commitment</u> | | |
| Demonstrate energy, enthusiasm and excellent communication and interpersonal skills. | Y | |
| High expectations of self and others. | Y | |
| A commitment to a bilingual policy and the use of British Sign Language | Y | |
| Show initiative in a variety of contexts. | Y | |
| A commitment to work as part of a team at Primary and across the whole school. | Y | |
| A commitment to support colleagues and to develop the school positively. | Y | |