



At Roding, we are 'Free to Achieve.'



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

Roding Primary School Teacher of the Deaf Job Description

Job Title: Teacher of the Deaf

Salary: MPS/UPS + 1 or 2 SEN points (Dependent on Experience and Qualifications)

Responsible to: Deaf Provision Leader and Headteacher

Promoting inclusion and well-being

- Ensuring that the pupils are given the same learning/social opportunities and experiences as their hearing peers in all aspects of the school day, whilst ensuring their individual hearing needs are fully catered for.
- Creating opportunities with the class teacher for deaf pupils to play a full role in the wider social context of mixed groups, the class and school.
- Teaching, assessment and/or monitoring, support and advice to schools with regard to the needs of children with hearing needs.
- To prepare and deliver training to schools and other settings to promote inclusive practices and to aid the effective teaching of pupils with hearing needs.
- To provide high quality advice and support to parents, including those who may be vulnerable following the diagnosis of their child's hearing loss.

Achievement and Standards

- To ensure the individual needs of identified children are met within an inclusive environment ensuring full access to the national curriculum which should be delivered in the way most appropriate to the child's learning style and communication needs.
- Ensuring high standards are set and maintained for all aspects of teaching and learning.
- Ensuring that each deaf pupil's individual needs are known and understood by all relevant staff.
- Ensuring that appropriate support staff are deployed most effectively to meet the individual needs of the deaf pupils throughout the school day.
- Consulting with the pupil, parents, class teacher and TA, to set intervention profiles which accurately reflect the current individual needs of each child.
- Ensuring appropriately differentiated work is delivered to deaf pupils taking into account their individual needs; the terms of their Statement and intervention profiles; the requirements of the National Curriculum, and in consultation with the class teacher.
- Embedding high-quality teaching strategies that maximise language development, literacy, and oracy for deaf pupils across the curriculum.
- Promoting the use of a wide range of communication approaches (spoken English, BSL, sign-supported English, visual cues, etc.) as appropriate to each pupil's needs.
- Co-planning and co-delivering lessons with class teachers to model inclusive strategies that benefit both deaf and hearing pupils.
- Leading on curriculum adaptations to ensure schemes of work and resources are fully accessible to deaf pupils.
- Ensuring that appropriate specialist individual assessment processes for targeted areas are established and implemented regularly by all staff working with each child.
- To monitor the identification of appropriate attainment and/or achievement targets to promote progress and next step learning.
- To monitor the effectiveness of assessment and teaching through observation, record keeping, reports, regular team meetings and provision management systems.
- Ensuring that individual targets are reviewed termly.
- Taking the lead in the Statutory Annual Review process for designated pupils, ensuring that school procedures are followed.

- Ensuring that assessment files which highlight progress of individual targets are maintained by the appropriate person.
- Monitoring the records of work which highlight progress of individual targets.
- Writing or contributing to the end of year school reports in consultation with the class teacher.
- Ensuring you have a detailed knowledge of progress and attainment of all supported children within your caseload.
- Championing metacognitive and independence skills so pupils are equipped to manage their own learning and audiological needs confidently.
- To play a full part in the family group sessions at Roding.
- To play a full and active part in Deaf Awareness week at Roding, encouraging families to participate and providing support when necessary.

Whole School

- Playing a full part in the life of the school, including attendance at staff meetings as required, briefings, INSET, assemblies, liaising with key stakeholders and contributing to policymaking.
- Participating fully in the school self-evaluation process including lesson observations, and other appropriate evaluative activities (such as work and planning samples, moderation etc).
- Being available from 8.30 am each morning for supervising the arrival and collection of pupils from the buses.
- Ensuring that at the end of each day pupils are prepared to leave, and supervising them onto the buses.
- Ensuring high standards of behaviour of the pupils in school, and promoting a calm and positive ethos.
- Modelling and promoting effective classroom communication strategies for all staff, including the use of visual prompts, checking understanding, and creating acoustic-friendly environments.
- Supporting whole-school improvement through staff training on inclusion and effective strategies for teaching deaf learners.

Professional Relationships and Continuing Professional Development

- Adopting a co-operative and constructive team approach to working.
- Directing and co-ordinating support timetables and the work of the Teaching Assistants, in consultation with the class teacher.
- Liaising effectively with all appropriate staff.
- Taking responsibility for own professional growth and development through participation in the school's CPD programme and in line with the school's policy on Threshold Standards.
- Liaising with outside agencies in support of pupil needs e.g. Outreach, SALT, LA audiological services and external audiological providers where necessary.
- Leading by example in teaching and learning, sharing best practice and mentoring colleagues where appropriate.
- Contributing to curriculum development discussions, ensuring the voice and needs of deaf pupils are central.
- Exploring and championing innovative technologies and pedagogical approaches that enhance access to learning for deaf pupils.

Resources

- Using ICT to support the raising of standards whenever possible.
- Ensuring that all audiological equipment is working effectively and encouraging pupils to be independent with their equipment.
- Ensuring that the deaf pupils have access to an appropriate range of visual aids to support their learning.
- Maintaining a well-organised, tidy and stimulating teaching base.

Parent and governor partnership

- Promoting a positive partnership with colleagues, parents and the wider community.
- Making home visits as necessary.
- Meeting and informing parents of their children's progress, attitudes, attainment and targets through termly meetings.
- Supporting the work of the governors through formal monitoring arrangements and informal meetings.

Other

- To undertake any other particular duty reasonably assigned by the head teacher

Equal Opportunities Statement

Roding Primary School is committed to promoting diversity and providing equal opportunities for all staff and pupils. We welcome applications from individuals of all backgrounds and do not discriminate based on age, gender, ethnicity, disability, or sexual orientation.

Safeguarding Statement

Roding Primary School is committed to safeguarding and promoting the welfare of children. All staff are expected to share this commitment and are required to undergo enhanced DBS checks and rigorous pre-employment vetting in line with *Keeping Children Safe in Education (KCSIE)*.

This job description may be subject to change in response to school priorities and strategic planning. Any changes will be made in consultation with the post holder.