



At Roding, we are 'Free to Achieve.'



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

Roding Primary School Deaf Provision Leader Job Description

Job Title: Deaf Provision Leader

Salary: MPS/UPS (Dependent on Experience and Qualifications) and TLR 1A

Responsible to: Headteacher

Main Responsibilities:

- To strategically lead and manage the implementation of the Deaf Provision in partnership with the Core Leadership Team at the school and the LBR.
- To take responsibility for developing and monitoring policy and practice with regards to deaf education in agreement with the Headteacher.
- Liaise with the local authority and other LBR deaf provisions to ensure:
 - The deaf provision is designed, equipped, and set up as required in order to meet the needs of its deaf pupils fully.
 - The deaf provision fully meets all its statutory legislation as per:
 - High Needs Funding – Operational Guide DFE
 - Child and Family Act 2014
 - SEND Code of Practice 2015
 - NATSIP guidance
 - OFSTED
 - National Deaf Children's Society & NATSIP quality standards
- The Deaf Pupils' Provision policies are developed and implemented in line with statutory legislation and existing school policies.
- There are clear transition pathways into the provision.
- Parents view the provision as a strong option for deaf children who are sign language users and require this to access their education.
- Manage the Deaf Pupils provision with the school's core leadership team.
- Leading and managing, on a day-to-day basis, the development of effective teaching, learning and access strategies across the curriculum to support the educational and general progress of the deaf pupils attending the provision.
- Ensures the deaf provision continually remains OFSTED ready
- Be an 'outstanding' role model and lead practitioner to inspire and motivate other staff.
- Working with the SENCo, Core Leadership Team and Headteacher to sustain high expectations and outstanding practice in teaching and learning for deaf learners throughout the school.
- Monitor and evaluate the quality of teaching and standards of deaf pupils' achievement and use benchmarks and set targets for deaf resource provision improvements.
- Work with the school leadership team to lead, motivate, support, challenge and develop all staff to secure continual improvement as appropriate in meeting the needs of deaf learners.
- To be an exemplar of all school policies and practices.
- Foster a deaf-friendly positive ethos for learning and a 'can-do' culture alongside high expectations for all.
- Promote and develop the understanding required to support all school staff in developing various creative approaches to ensure full curriculum access for deaf pupils.
- Promote the values and achievements of the Deaf Provision to the community.
- Leading the work of the Deaf Provision in enhancing the teaching practice of other staff in the mainstream school in meeting the needs of deaf pupils in their classrooms
- Day-to-day responsibility for managing liaison with parents/ carers of pupils attending the deaf provision and co-ordinated multi-agency working with other key professionals.
- Manage all staff in the Resource Base to provide an optimum learning environment for deaf pupils

This will involve:

- Timetabling targeted support
 - Monitor the teaching and learning of youngsters who attend the resource base.
 - Deploy specialist staff and resources efficiently and effectively.
 - Facilitating quality inclusion, both social and academic, in the life of the school to promote friendships between deaf pupils and hearing peers.
 - Responsibility for ensuring that pupil reviews and contributions to reviews within the Deaf Provision is conducted appropriately in accordance with the SEN Code of Practice.
 - Support the transfer of children within and between schools and transition planning arrangements.
- Support the development of the skills of Deaf Provision-based staff and class/subject teachers through modelling evidence-based practice and coaching.
 - Carrying out performance management for specialist support staff to inform specialist professional development. (Participating in the performance and development review process involves taking personal responsibility for identifying learning, development and training opportunities).
 - Take responsibility for his/her continual professional development in line with the QToD (Qualified Teacher of the Deaf) competencies and keeping up to date with current knowledge, practice and legislation around deaf education.
 - To undertake the professional duties of a teacher in accordance with the School Teachers Pay and Conditions document and teachers' standards.
 - To provide specialist teaching support to pupils within the deaf provision.
 - To advise visiting professionals involved with deaf pupils on the educational implications of deafness and the promotion of language (spoken & signed), communication and literacy skills in deaf children in order to maximise curriculum access.
 - To use appropriate communication methods with all children in accordance with parental wishes and the communication policy of the provision.
 - To plan and deliver specialist teaching and interventions to deaf pupils.
 - To monitor progress and use data to inform intervention and teaching delivery.
 - To advise on using specialist equipment, including hearing aids /radio aids/cochlear implants/ sound field systems, ensure appropriate skills training for children, and ensure routine maintenance of such equipment.
 - To monitor and maintain records of children's educational progress and achievement.
 - To monitor and maintain records of all involvement with individual children, schools, families and other agencies.
 - To provide written contributions to both statutory assessments and annual review procedures
 - To promote excellent relationships with parents and professionals in the education of deaf pupils.
 - To promote the inclusion of deaf pupils with their educational peer group
 - To assess the educational implications of deafness for identified children and report such assessments' results to families, teachers, and other professionals.
 - To promote awareness of the needs of CYP with deafness, including through INSET for other professionals.
 - To take part in professional development activities related to the above duties as required by the Service in line with the Quality Standards for Sensory Support Services and National Teaching Standards.
 - To contribute to the overall development and management of policies and practices within the deaf provision
 - To undertake all duties related to the post in a manner concordant with Roding policies regarding SEN and Inclusion
 - The post holder may be required to undertake any professional duties reasonably delegated to him/her by the Headteacher

Key Duties

- **Supporting the School:**
 - Contribute to the development of school policy.
 - Ensure representation of the department on school working parties.
 - Represent the department at appropriate meetings within the school.
 - Be responsible for the strategic development of the subject within the school. Contribute to school liaison and marketing activities, e.g. material for prospectuses and attendance at Open Evenings.
 - Attend all Parents' Evenings as appropriate.
 - Provide information to the Governing Body as requested.

- **Resources:**
 - Assist the Team Leader in managing accommodation within the department to ensure that the Department's teaching commitments are effectively and efficiently timetabled and roomed.
 - Assist the Team Leader in ensuring that accommodation within the department is maintained to provide the best possible learning environment for the pupils.
 - Ensure that the department obtains 'value for money' when ordering equipment and stock.
- **Health and Safety:**
 - Ensure that risk assessments are carried out within your teaching area.
 - Ensure that Health and Safety policies and procedures are adhered to.
- **Pupil Outcomes:**
 - Help set targets for performance at the appropriate key stage.
 - Make use of analysis and evaluate performance data provided.
 - Arrange for all pupils to be entered for public examinations at an appropriate level.
 - Set internal examinations in line with your post and provide assessment information based on the results.
 - Assist in the production of reports on examination performance, including the use of value-added data.
 - Put into place arrangements for monitoring assessments and ensuring that moderation takes place.
- **Pastoral System:**
 - Act as a form tutor and carry out the duties associated with that role in the generic job description
- **Teaching:**
 - Undertake an appropriate programme of teaching in accordance with school policy.
- **Additional Duties:**
 - Play a full part in the life of the school community
 - Ensure compliance with statutory responsibilities under *Keeping Children Safe in Education (KCSIE)* and the *SEND Code of Practice (2015)*.
 - Follow guidance from senior leaders in relation to career development and school priorities.

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.