



At Roding, we are 'Free to Achieve.'



Ambition



Compassion



Curiosity



Independence



Resilience



Respect

Roding Primary School Deaf Provision Leader Person Specification

Job Title: Deaf Provision Leader

Reports to: Headteacher

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

Requirement	Essential	Desirable
Qualified Teacher Status (QTS) with additional qualification in teaching deaf pupils (e.g., PGDip/MA in Deaf Education, Teacher of the Deaf qualification).	✓	
Proven experience teaching and supporting deaf pupils in a mainstream or specialist setting.	✓	
Strong leadership and management experience in main school, special education or deaf provision, with a track record of impact including, coaching or mentoring staff.	✓	
Experience in managing a budget for a core area of the school		✓
Excellent understanding of statutory requirements, educational best practices, and developments within the field of deaf education.	✓	
Outstanding communication skills, including proficiency in British Sign Language (BSL) or a willingness to achieve this.	✓	
Knowledge and expertise in provision and maintenance of audiological equipment.	✓	
Knowledge and experience in planning and delivering the National Curriculum with an ability to adapt in terms of delivery according to the individual needs of children.	✓	
Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.	✓	
Familiarity with assistive technologies and approaches to enhance learning for deaf pupils.		✓
Experience in policy advocacy or working with families to navigate statutory frameworks.		✓
Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.	✓	
Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.	✓	
Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.	✓	
Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work collaboratively with external professionals and services.	✓	
Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.	✓	
Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.	✓	
Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓	

Ability to deliver services to customers meeting the school's standard for customer care.	✓	
A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.	✓	
Willingness to work flexibly and independently within the requirements of a demand driven service	✓	
The ability to work in sympathetic collaboration with stakeholders (the local authority, governors, staff, families, community)	✓	
Ability to manage the high level of liaison required between the professional agencies	✓	
Be able to work under pressure.	✓	
Be cheerful, resilient, enthusiastic, responsible and self-motivated	✓	
Qualification in BSL – British Sign Language.		✓
A commitment to deliver services with the framework of the school's equal opportunities policy.	✓	
Ability to keep accurate records and analyse data		✓
Willingness to pursue own professional development.	✓	
Evidence of ability to report back with clarity and accuracy to all stakeholders.		✓
Ability to organise and deliver training to individual teachers and whole service groups	✓	

Equal Opportunities Statement:

We are committed to providing equal opportunities for all and welcome applications from individuals of all backgrounds, regardless of age, gender, ethnicity, disability, or sexual orientation.