

CORPORATE TEMPLATE FOR JOB DESCRIPTIONS & PERSON SPECIFICATIONS

Post Title: Qualified Teacher of the Deaf	Director/Service/Sector: Children's Services	Office Use
Grade: Teachers' Pay Scales + SEN Allowance	Workplace: Central Service – based at Riverside Centre, Ashington	JE ref: HRMS ref:
Responsible to: ToD Team Lead, Low Incidence Needs Team Service Manager	Date: April 2024	
Job Purpose: To provide children and young people with a hearing impairment with the means to reach their full potential linguistically, educationally and socially, ensuring that they enjoy the same rights and opportunities as their peers, and that barriers to maximising potential are overcome through the provision of direct intervention, advice, support and training.		
Resources		
Staff	When necessary - Specialist Learning Support Assistants working with children and young people with a hearing impairment	
Finance	N/A	
Physical	Responsible for assessments and resources to support work with families and across a wide range of schools and settings	
Clients	Children and young people with a hearing impairment, parents/carers, colleagues in school and settings, professionals from other services within health, social care and education	
Duties and key result areas: <ol style="list-style-type: none"> 1. Monitor and carry out specialist assessment of children and young people's progress, and prepare reports, in order to contribute to the statutory assessment process, including attendance at annual review meetings. 2. Provide support and guidance to parents and carers to assist in their acceptance and understanding of the diagnosis of deafness in their child 3. Provide advice, guidance and support to parents and carers and professional colleagues in schools and settings on the impact of a hearing loss upon a child's development and their educational and developmental needs 4. Empower staff in settings and schools to effectively deliver the curriculum through advice, guidance, training, joint planning and liaison 5. Build school and setting capacity by delivering accredited training to Learning Support Assistants 		

6. Promote the effective inclusion of children and young people with a hearing impairment -so they can access the curriculum and community facilities through partnership working with families, schools and settings.
7. Provide direct support teaching, *in situ*, where appropriate
8. Monitor and manage a range of amplification equipment including hearing aids, cochlear implants and Digital Radio Aid Systems
9. Monitor levels of hearing and functional use of hearing
10. Be actively involved in the assessment of a child's level of functioning and determining future strategies
11. Keep accurate, up-to-date and secure profiles for each child/ young person.
12. Provide support to children and young people with a hearing impairment, encouraging active exploration and resolution of problems associated with a hearing loss
13. Provide non-professional counselling to children and young people with a hearing impairment and parents and carers
14. Contribute to reports, reviews and reassessments as required by the Low Incidence Needs Team Service Manager, Head of SEND and the LA
15. Liaise with professionals from other disciplines as appropriate
16. Contribute to EHA/TAF/MDT meetings as appropriate
17. Contribute to Service provision of '52' week support
18. Promote and support the effective transition of children and young people with hearing impairment into post-16 educational provision
19. Provide training to school staff, to other members of the children's workforce and to any other relevant groups, to enhance their knowledge, skill and capacity to support the education and development of children and young people with a hearing impairment.
20. Any other duties consistent with the nature, level and scale of the post

Work Arrangements

Transport requirements:

Current driving licence and the ability to meet the transport requirements of the post

Working patterns:

As per teacher 'Pay and Conditions of Service' + contribution to '52 weeks working'

Working conditions:

Peripatetic working within Northumberland, from a central base, following a hybrid working model, which incorporates some working from home.

PERSON SPECIFICATION

Appendix 2

Post Title: Teacher of the Deaf	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Qualified Teacher Status • Minimum of three years post qualifying experience • Mandatory qualification 'Teacher of the Deaf', as recognised by the Department for Education • British Sign Language Qualification – Level 1 Signature accredited or equivalent. <p>Knowledge to include:</p> <ul style="list-style-type: none"> • The special educational needs of children and young people with a hearing impairment • A full appreciation of the potential of amplification and knowledge of recent developments in technology • Knowledge of the assessments and monitoring tools necessary for monitoring the development of children and young people with a hearing impairment • Knowledge of general early child development and language development in particular • Knowledge of the curricular needs of children across the age range 0-19 years • Knowledge of the dynamics of family life and the role of the Teacher of the Deaf within that context • Knowledge of relevant legislation and government policy related to SEND and inclusion as well as data protection legislation and safeguarding 	<p>Knowledge of the specialist monitoring tools used with very young children with a hearing impairment.</p> <p>Knowledge of the Eligibility Criteria for support</p>	
Experience		
<ul style="list-style-type: none"> • Experience in meeting both the individual needs and curricular needs of children and young people with a hearing impairment. • Experience of supporting children and young people with a hearing impairment their families and schools or settings • Experience of developing and delivering training packages • Experience in the use and maintenance of specialist equipment used in the assessment and teaching of children and young people with a hearing impairment 	<p>Experience of working with young hearing-impaired children and their families</p> <p>Experience of multi-agency working</p>	
Skills and competencies		

<ul style="list-style-type: none"> • An ability to promote maximal utilisation of residual hearing. • An ability to foster and supplement the pre-existing skills of families. • An ability to promote the development of audition, receptive and expressive language, speech and the understanding of concepts. • An ability to work creatively in a child-centred manner to implement the most appropriate provision for children and young people with a hearing impairment and to use the most appropriate teaching and learning strategies to support their learning in a way that maximises learning outcomes and progression. • An ability to work flexibly and as part of a team. • An ability to use, and evaluate, specialist assessments. • An ability to understand and adhere to the need for confidentiality. <p>Excellent communication skills both oral and written, including clear, concise report writing skills. Ability to communicate clearly with children and young people with a hearing impairment. Ability to communicate with tact and diplomacy with other professionals and parents and carers.</p>	Additional skills relating to the use of BSL/SSE	
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Have excellent interpersonal skills, with the ability to influence and motivate others. • Be able to cope with highly stressful situations, such as cochlear implant device failure/ supporting grieving families/ adolescents with a hearing impairment at transition. • Be able to work effectively within a family centred approach, responsive to the needs and context of each individual family. • Be willing to adopt and adapt to a range of teaching situations. • Be able to work flexibly and in collaboration with mainstream staff and colleagues from a wide range of other disciplines, appreciating and maximising the skill sets of others. • Be able to function as a member of a team and make robust contributions to service development. • Be willing to undertake continuous professional development and show a keen interest in deaf education through affiliation to professional organisations. • Ability to be flexible employing good organisational and time management skills and dealing with conflicting priorities and effectively ensuring that deadlines are met. 		
Other		
<ul style="list-style-type: none"> • Ability to use IT effectively, including Microsoft packages; TEAMS, Excel, ZOOM etc. 		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits