

This post will be held by a fully qualified Teacher of the Deaf or a fully qualified teacher in training.

The Professional duties of teachers are set out in the School Teachers Pay & Conditions Document and the 'Teachers' Standards'. In addition, specific requirements expected of this post holder have been set out below.

Overall role and responsibilities:

The ToD will be line managed by the Lead ToD and be responsible for:

- Teaching a small group of deaf and hearing children in a DSP classroom each morning and leading English, Maths and SALT learning (or other appropriate interventions as appropriate to the needs of the group);
- Overseeing the use and maintenance of audiological equipment for this DSP group;
- Collaborating with mainstream class teachers to ensure the successful inclusion of deaf children across the school each afternoon;
- Promoting deaf awareness across the school and supporting other staff in this.

Values and ethos:

- Holding and demonstrating the values of the school - inclusion, equality, aspiration, nurture and creativity;
- Building and maintaining fair, respectful, trusting, supportive and constructive relationships with children, ensuring that their emotional well-being is nurtured;
- Having high expectations of all children, maintaining a clear focus on learning; identifying and removing barriers to learning and ensuring all children achieve their full potential and develop the Meridian characteristics of effective resilient learners;
- Being pro-active in building and maintaining relationships with parents, teaching assistants assigned to the class, other staff members, governors and outside agencies who visit the school.

Teaching and Learning:

- Supporting effective transition between year groups over time and between the DSP and mainstream classes each day;
- Knowing how to make effective personalised provision for those you teach, in particular deaf children, including those with complex needs and those for whom English is an additional language, so that all children to achieve their potential.
- Knowing when to draw on the expertise of colleagues, such as the Lead ToD, Speech and Language Therapists, those with responsibility for the safeguarding of children and the SENCo and refer to sources of information, advice and support from external agencies.

- Understanding how young children develop, particularly deaf children, and how this is affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Demonstrating 'Dyslexia Friendly Teaching' and 'Deaf awareness' (with support from the SENCO and Lead ToD).
- Having a good knowledge and understanding of the curriculum for the age group taught.
- Having a good knowledge and understanding of the SEN Code of Practice and current theory and best practice in Deaf Education, including a working knowledge of hearing aids and radio aids and the auditory/oral approach to communication (or a commitment to ongoing training in these areas).
- Knowing how to use skills in language for communication, literacy, numeracy and ICT to support your teaching and wider professional activities.
- Planning and teaching creatively to ensure engaging, motivating, challenging, well-organised lessons which raise levels of achievement.
- Securing high standards of behaviour through the consistent use of the school's behaviour policy and ensure children work collaboratively and independently as appropriate.
- Having a commitment to recognising and developing the Meridian characteristics of effective resilient learners.
- Using the school assessment and marking policies to diagnose children's needs; provide clear guidance to children on their strengths and what they need to do in order to improve their work; set realistic and challenging targets for improvement and plan future teaching with precise learning questions and success criteria.
- Supporting and guiding learners so that they can reflect on their own learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Communicating and working with others:

- Recognising that communication is a two-way process - communicate effectively with children, parents/carers, colleagues and governors, conveying constructive feedback and relevant information about attainment, objectives, progress and well-being.
- Recognising and respecting the contributions that colleagues, parents/carers, and governors can make to the development and well-being of children and have a commitment to collaboration and co-operative working where appropriate.
- Encouraging parents/carers to be involved in school life and to participate in discussions about children.
- Maintaining effective ongoing communication with other Teachers of the Deaf and mainstream teachers to ensure the inclusion of deaf children.
- Ensuring that colleagues working with you, such as Teaching Assistants, are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Personal professional development:

- Embracing the notion of 'continuous improvement' - reflect upon and evaluate your performance and be committed to improving your practice through engaging with appropriate professional development;
- Acting upon advice and feedback and be open to coaching and mentoring;
- Reviewing the effectiveness of your teaching and its impact on children's progress, attainment and well-being, refining your approaches where necessary.

Health and well-being

- Knowing how to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Knowing how to identify potential child abuse or neglect and follow the school's safeguarding procedures.

Learning Environment

- Establishing a purposeful, stimulating and safe learning environment so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school and so that they become independent resilient learners.
- Identifying and using opportunities to personalise and extend learning through out-of-school contexts wherever possible.

Other

- Any other duty deemed reasonable, as directed by the Headteacher.