**OVERTON GRANGE SCHOOL**

DETAILS OF THE POST AND APPOINTMENT PROCEDURE

# POST

**Title of Post:**  Teacher of Deaf/Hearing Impaired Students

**Full or Part Time:** Part time (0.6)

**Salary:** Teachers’ Outer London Pay Scale + appropriate SEND point

**Commencement Date:** September 2018

**Equal Opportunities:** Overton Grange School is committed to Equal Opportunities

**Safeguarding Children:** The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Appointment is subject to a satisfactory medical report, two suitable references, evidence of qualifications and enhanced Disclosure and Barring Service clearance. Shortlisted candidates will be asked to bring relevant documents to the interview.

All applicants should be eligible to work in this country and will be asked to provide evidence.

For Newly Qualified Teachers appointment will be subject to the satisfactory completion of the statutory induction period.

# APPOINTMENTS PROCEDURE

**Closing Date for Applications:** 14 June 2018 – applications to Headteachers’ PA, Mrs Linda Owens, Overton Grange School, 36 Stanley Road, Sutton, Surrey, SM2 6TQ **by 12.00 noon**.\* Candidates should complete the application form and address the person specification in a statement of no more than 2 sides.

Provision will be made for the acceptance of applications in alternative formats, where appropriate. For example, information can be received on audiotape, typed on a separate sheet or completed on behalf of the applicant. CVs alone will not be accepted as they will not address the person specification and relevant details may be omitted. If shortlisted candidates send an electronic application they will be asked to sign these on the day of interview.

**Visits to the school:** Prospective candidates may wish to visit the school. Please telephone Mrs Ryan, Head of Learning Support, to arrange an appointment.

**Interview Date: \***To be confirmed – we reserve the right to interview and appoint prior to the closing date should a suitable candidate apply.

**The selection procedure will include:**

* The candidate teaching a lesson
* An interview

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people including:

* motivation to work with children and young people;
* your communication skills with deaf/hearing impaired students, including BSL skills
* ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* emotional resilience in working with challenging behaviours;
* attitudes to the use of authority and maintaining discipline.

Candidates will not receive any further communication unless they are shortlisted.

* Overton Grange is a no smoking school.

**REFERENCES**

Please give full postal address for all referees, **including, where possible, an e-mail address** and fax number. Open references and testimonials are not acceptable. If shortlisted, any relevant issues arising out of references will be taken up at the interview.

**OVERTON GRANGE SCHOOL**

# JOB DESCRIPTION

**TEACHER OF DEAF/HEARING IMPAIRED STUDENTS**

**SCALE: TEACHERS’ OUTER LONDON PAY SCALE + APPROPRIATE SEND POINT**

**PURPOSE:** You will be working closely with the Head of Learning Support, to oversee the Hearing Support Department; facilitate the inclusion of deaf students throughout school and in the mainstream classes; deliver tutorial sessions to support their language skills and access to their lessons; support teachers in ensuring inclusion for the deaf students in their lesson. You will also coordinate the work of the teaching assistants supporting deaf/HI students as well as a variety of organisational, administrative and management tasks in the department.

This will involve:

1. **The Learning Experience of pupils by:**

(a) the successful inclusion and education of deaf/hearing impaired students who have difficulties accessing the curriculum.

(b) the provision of support which takes into account the diverse and individual needs of deaf/hearing impaired students

(c) the implementation of the targets and objectives to meet needs outlined in students’ EHCPs to a high professional standard.

(d) maintaining sufficient records to efficiently report on the outcome of the provision at the student's annual review.

(e) the co-ordination and adaptation of an appropriate curriculum at KS3 and KS4 that will meet specific learning needs, including schemes of work, lesson plans and resources;

(f) liaison with parents, Health Professionals, the School's Psychological Service, Careers Service and other outside agencies as directed by the Head of Department;

(g) actively promoting the school’s expectations in particular with reference to behaviour and appearance;

(h) monitoring students' work and progress, including appropriate assessments to identify special educational needs, according to departmental and whole school policies;

(i) contributing to departmental meetings;

(j) maintaining a safe and attractive learning environment.

2. **School-wide activities by:**

(a) promoting the school's ethos and equal opportunities policy;

(b) contributing to the further development of whole school policies and practices;

(c) carrying out appropriate school duties, including general lunchtime duties on a voluntary basis.

(e) promoting and safeguarding the welfare of students for whom they have

responsibility or with whom they come into contact.

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| **ATTRIBUTES**  **OVERTON GRANGE SCHOOL**  **Person Specification**  **Teacher of Deaf/Hearing Impaired Students** | ESSENTIAL | DESIRABLE | **EVIDENCE** |
| QUALIFICATIONS | 1. Qualified teacher status 2. First Degree 3. Qualified Teacher of deaf | 1. BSL skills | * Application form |
| **PROFESSIONAL**  **DEVELOPMENT** | 1. Commitment to undertake professional training / development relevant to the post. 2. Clear and firmly held personal philosophy of education 3. Good subject knowledge 4. Seeking Career Progression | 1. Up-to-date knowledge of wider current educational developments/Legislation | * Letter of application * Application form * References * Interview |
| **EXPERIENCE** | 1. An excellent classroom practitioner 2. Strategies to improve students’ attainment and achievement 3. Effective approach to behaviour management 4. Ability to teach basic skills across the full secondary age | 1. Producing and evaluating Schemes of Work 2. Provision of extra-curricular activities 3. Ability to oversee tutor groups’ academic, social and personal development | * Letter of application * Application form * References * Interview |
| **SKILLS AND PERSONAL**  **CAPABILITIES** | 1. Commitment to promote the vision of the department and maintain its high profile 2. High level written and oral communication skills 3. Ability to relate effectively to students, colleagues and parents 4. Incorporate IT into the teaching, learning and organisation of their department. 5. Ability to monitor, evaluate and review 6. Ability to work calmly and effectively under pressure 7. Strong organisational, personal time management and planning skills 8. A shared approach to problem-solving and achieving goals; ability to work as a member of a team | 1. High level ICT literacy 2. Interest in developing collaborative ways of working | * Letter of application * Application form * References * Interview |
| **OTHER PROFESSIONAL ATTRIBUTES** | 1. Individual requirements of job description 2. Display a commitment to raising achievement of deaf/hearing impaired students 3. Provide efficient administration, organisation and resource management, including organising annual reviews, updating the SEN register and writing IEPs 4. Identify through assessment students’ SEN 5. Design, implement and monitor support strategies for students with SEN 6. Thorough knowledge and understanding of the Code of Practice 7. Contribute to the whole school and extra curricular activities 8. Teach other subjects as required at least to the lower school 9. Commitment to contribute to school life 10. Set a good example with regard to dress, punctuality and attendance. 11. Energetic and self motivating 12. High expectations of self, students, department and college 13. Enjoyment of challenge 14. Willingness to implement the School’s Equality and Diversity Policy and to work within the School’s Health and Safety Policy 15. Commitment to safeguarding and promoting the welfare of children and young people and willingness to work within the School’s Child Protection Policy (see attached) and the ability to contribute to pastoral work. | 1. Interest in developing links / partnerships with feeder primary schools / the wider community 2. Awareness, understanding and commitment to equal opportunities | * Letter of application * Application form * References * Interview Days |

**OVERTON GRANGE SCHOOL**

**Hearing Support Department (HSD)**

**Staffing:**

Line Manager: SENDCO

SENDCO Assistant (Administrative role).

3 Teaching Assistants (Specialist)

**The Department:**

The Hearing Support Department is part of the Learning Support Department which includes SEND and EAL. There are designated classrooms for withdrawal support lessons and target group work, located next to the Learning Support office.

The Department offers in class support to deaf/hearing impaired students, mainly students with EHCPs (September 2018 4 students) but also on the Inclusion register at K (Additional Support) and M (monitoring).

The department offers withdrawal Literacy and lessons at KS3 and 4 and at KS4 offers support options to provide a differentiated curriculum.

We have good links with the primary base for deaf/hearing impaired students as well as Sutton Sensory Service and we work closely with a range of external agencies that support our students including the EP, Speech and Language support, Connexions, CAMHS, Physiotherapists, Visual Impairment Service.

Overton Grange has a very strong commitment to and positive reputation for successful inclusion of deaf/hearing impaired students which is built on good communication with colleagues and parents. The department takes an active part in Parents’ Evenings and in getting to know the students well, as Teaching Assistants work as Key workers/ Mentors, run homework and social clubs at lunch time, after school and attend meetings and Annual Reviews.

The Hearing Support Department is committed to learning, which is modelled by the staff who work across the curriculum, age and ability range. This demands great flexibility and above all dedication to seeing the students meet their individual potential, equipped with the skills for life outside of Overton Grange.

**May 2018**