



The Petchey Academy
Recruitment Pack
Teacher of Deaf

www.petcheyacademy.org.uk

Welcome to our academy

Thank you for expressing an interest in working at The Petchey Academy. Please find attached, the job description, person specification and application form.

At The Petchey Academy we aim to provide our students with an outstanding quality of education. Through the provision of expertly targeted care, guidance and support we aim to secure good behaviour and create an ethos where achievement is the main focus. The Petchey Academy is held in high regard by students, parents and carers, staff and members of the local community.

Our ethnically diverse, coeducational, multi-faith academy provides a rich and harmonious community that fully reflects the cultural diversity of modern-day London. Our students speak over 50 languages and we are proud that they mix in a tolerant and inclusive environment in which everyone can succeed.

The academy's curriculum is designed to be relevant to the needs of students and to have a profound impact on students' personal development and academic progress. Staff are strongly committed to providing expertly targeted support to individual students and to building strong relationships founded on mutual trust.

The academy provides an extensive programme of support for GCSE, BTEC and A-Level examinations. This includes holiday revision classes, weekend courses and individual support. We also offer a wide range of extra-curricular activities focused on sport, the arts and personal development.

The academy's work on developing students' spiritual, social, cultural and moral awareness has created a harmonious community where students appreciate each other's cultures, support and respect one another and know the difference between right and wrong. The academy operates as a strongly cohesive community, underpinned by a firm commitment to equality of opportunity.

The Academy Leadership Team are well supported by a Board of knowledgeable and committed Governors; we are dedicated to bringing about rapid improvement to secure the best outcomes for our students. If you have the necessary skills, commitment and experience there is a genuine opportunity to play a crucial role in our school improvement journey. If you believe you can meet the challenge, we look forward to receiving your application.

For an informal discussion regarding the role, please contact Ms Lesley Samuel, the Head **Teacher's** Executive Assistant by email at charlene.jaisingh@petcheyacademy.org.uk

The Academy reserves the right to shortlist before the closing date.

The Petchey Academy
Shacklewell Lane
London
E8 2EY

www.petcheyacademy.org.uk

Head teacher: Ms Clare Borrill



Teacher of Deaf Job Description

Post:	Teacher of Deaf
Grade:	Depends on experience
Responsible to:	The Headteacher and the Governing Body of The Petchey Academy
Status:	Full Time, Permanent, Term time only.

PURPOSE AND OBJECTIVES OF POST -

To undertake:

1. The teaching of students and the associated pastoral and administrative duties in respect of those students in accordance with the aims and objectives of the academy.
2. To support the development and implementation of the student support services policy and strategy through work with children and young people with hearing impairment
3. To be responsible for audiological work with children and young people with a hearing impairment within the academy

Main Accountabilities

- To undertake the professional duties of a teacher in accordance with the School Teachers Pay and Conditions Document
- To Liaise and work effectively with the deaf provision co-ordinator, SENDCO and all mainstream teachers of deaf children in order to support the teaching and learning needs of deaf and hearing impaired pupils
- To advise and liaise with teachers and support staff in the educational management of deaf and hearing impaired children and to maintain routine contact with teachers and parents
- To provide subject support to deaf and hearing impaired students
- To provide differentiated materials for students as required
- To teach deaf and hearing impaired students/SEND students/mainstream students as required
- To organise workshops for primary aged deaf children, parents and others to promote the Petchey Deaf Support Base
- To primarily promote an oral/aural approach to communication.
- To maintain a flexible approach to the communication needs of deaf young people. This includes using gesture, signs, BSL, pictures and a range of communication support when necessary.
- To advise staff, students and parents on the use of specialist equipment including hearing/radio aids, to ensure appropriate skills training for children and to 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
- As necessary, to work alongside the Hackney Learning Trust Deaf and Partially Hearing service.
- To promote excellent relationships with parents and professionals in the education of deaf and hearing impaired children.
- To promote the inclusion of deaf and hearing impaired children with their educational peer group
- To contribute to the overall development and management of policies and practices relating to deaf students and those with SEND needs.
- To undertake other duties relating to the educational support of deaf and hearing impaired children commensurate with the post of Teacher of the Deaf required
- To carry out any other duties and responsibilities appropriate to the range of the salary grade

- To promote awareness of the needs of deaf and hearing impaired children and young people
- To take part in professional development activities related to the above duties as required by

Performance Management

Participating in any **arrangements within the academy's policy, for Performance Management including Training Events.**

Further training and development:

Reviewing from time to time his/her methods of teaching and programmes of work;

Participating in arrangements for his/her further training and professional development as a teacher and manager;

Liaising with the member of the Leadership Group who is responsible for training and staff development.

g) Discipline, health and safety:

Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the academy premises and when they are engaged in authorised academy activities elsewhere;

Ensuring that personal knowledge of the academy's Health and Safety policies is updated and the practices are in accordance with it.

h) Meetings:

Subject Meetings: Participating in Subject and Learning Centre Meetings;

Parent Meetings: Participate in formal and informal meeting with parents;

Staff meetings: attend and contribute to wider academy development;

Pastoral meetings: liaising with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers when appropriate to do so.

j) Public examinations:

Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations;

Recording and reporting such assessments;

Participating in arrangements for students' presentation for and supervision during such examinations.

k) Management: (as appropriate and relevant)

Contributing to the selection for appointment, induction and personal development of all staff;

Co-ordinating or managing the work of supporting staff or volunteers;

Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum including extra-curricular activities, organisation and pastoral functions of the academy and Performance Management of staff as directed by the Principal.

l) Administration: (as appropriate and relevant)

Registering the attendance of students is statutory and the registration policy must be adhered to at all times;

Participating in administrative and organisational tasks related to such duties as described above, including the management or supervision of persons, providing support for the teachers in the academy and the ordering and allocation of equipment and materials;

Attending assemblies, and supervising students, whether these duties are to be performed before, during or after academy sessions.

m) Governing body:

Attend meetings of the Governing Body or its committees or working parties where required to do so.

Note: This job description may be amended at any time following discussion with the Headteacher and will be reviewed annually.

Teacher of Deaf Person Specification

1. Qualified Teacher of the Deaf or willingness to complete qualification if currently unqualified -
2. Qualified Teacher Status and a track record as a consistently good or outstanding practitioner
3. Qualified to at least BSL Level 1 or willingness to complete qualification if currently unqualified
4. **GCSE / O'levels in Maths and English**
5. **At least One years' Teaching** experience in a comprehensive secondary or primary school
6. Experience of teaching and supporting deaf students at Key Stage 3, or GCSE Key Stage 4 or significant experience of teaching students with SEND and related language needs.
7. Experience of working successfully in partnership with parents and external agencies
8. An understanding of the requirements of National Curriculum when teaching Deaf students up to GCSE
9. Knowledge of the range of available audiological equipment and amplification systems and how to use them appropriately and effectively in different acoustic environments to minimise the adverse effects of hearing loss on progress and achievement or if unqualified an understanding of Deaf Awareness and how different acoustic environments can have an impact on the progress and achievement of students with hearing impairment
10. An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in deaf support as part of a whole school approach to raising achievement
11. Successful experience of coaching and supporting others
12. **Evidence of sustained impact on pupils' achievement, both through your own teaching and through support for and working with others**
13. Consistent record of good and outstanding lessons, planning for progression and assessment for learning
14. Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment
15. Strong ongoing commitment to developing your own knowledge skills and understanding as an educator, including good use of professional development
16. **Commitment to achieving the highest possible results for all students, and to the schools' values of treating all members of the school community with kindness, politeness and respect.**
17. Understanding of the needs of students in diverse school population
18. A proven ability to develop effective curriculum resources to meet the needs of deaf and hearing impaired students or to meet the needs of students with SEND and related language difficulties.
19. A proven ability to use AfL strategies including Behaviour for Learning and approaches that ensure student understanding of how to improve, including the use of target setting.

Desirable Criteria

- An understanding of the role of Deaf Support in the wider curriculum
- An understanding of the importance of and a willingness to participate in extracurricular and study support activities

EQUALITY AND DIVERSITY

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect and their contribution to the learning process will be valued.

All employees are expected to understand and promote equality and diversity in the course of their work.

SAFEGUARDING CHILDREN

The Petchey Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

A Section 128 check will be carried out on individuals applying for any role that retains or has been delegated any management responsibilities under the terms of a direction made by the Secretary of State for Education.

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