**PERSON SPECIFICATION – Specialist Teacher of the Deaf**

**EXPERIENCE**

* Varied and successful experience with Deaf and Hearing Impaired students across the full age range
* Strong professional development record
* An outstanding classroom practitioner across the age and ability range
* Evidence of experience in safeguarding and inclusion provision
* Proven excellence in managing student conduct
* Experience of developing and sustaining positive relationships with parents, staff and students to establish ethos, consensus and capacity

**QUALIFICATIONS AND TRAINING**

* Professional teaching qualification
* A recognised qualification to teach Deaf and hearing impaired
* INSET relevant to current developments in Teaching Deaf and Hearing Impaired students
* Evidence of further advanced study desirable
* BSL Level 1 or above

**SKILLS/ABILITIES/KNOWLEDGE**

* A proven ability to design monitor and evaluate classroom provision based on the identified needs of individual Deaf and Hearing Impaired Students
* Ability to communicate with Deaf people and to be able to adapt communication to suit their needs
* Ability to identify appropriate technologies for Deaf learners.
* Statutory requirements linked to the EHCP process together with knowledge of the different categories of need
* Best practice in the use of assessments/screening to identify HI needs
* Learning and differentiation strategies that support the development of student understanding in the context of a range of different HI needs
* The relationship of HI to the curriculum as a whole
* Ability to use ICT for administrative tasks and curriculum delivery.
* The characteristics of outstanding teaching for different areas of need and the main strategies for improving and sustaining high standards of teaching for HI students
* High quality support strategies that can be delivered through the Learning Support team and which lead to outstanding student progress in academic and other areas
* Intervention strategies to support student achievement for HI students
* The support that can be offered by external agencies and how to use these effectively
* Using evidence (from a variety of sources) to inform expectations, set targets for improvement and strengthen teaching/support and learning approaches.
* A proven ability to use data on a whole school level to raise performance
* A proven ability to work sensitively and effectively with colleagues in helping them to improve their everyday classroom practice
* Excellent written and oral communication
* Ability to prioritise, plan, organise, work under pressure and meet deadlines
* Empathy with young people of all levels and backgrounds
* Capacity for, and interest in, further promotion
* Ability to organise and manage time
* Analytical skills, able to resolve complex issues effectively
* Ability to inspire confidence in others
* Commitment to valuing and respecting all members of the school community and
* Able to convey information clearly, accurately, succinctly both verbally and in writing

**PERSONAL QUALITIES**

* Lead and motivate staff to work towards common goals, supporting a team “can do” ethos
* Sensitivity to and empathy with the needs of others
* Reliability, integrity and the ability to foster an efficient, positive, happy school atmosphere
* Ability to inculcate values and standards, leading by example
* Resilience and the ability to manage stress levels and to maintain professionally detached and balanced judgement
* Ability to maintain a perspective which keeps as a priority the best interests of all students
* A commitment to aspire to excellence both personally and as a member of a team
* Enthusiasm
* Commitment to equal opportunities
* Adaptability to changing circumstances and new ideas
* Ability to empower others to take ideas forward