People's Directorate

Job Description

Post: Teacher for deaf children

Grade: TPS + (1 or 2 SEN Points)

Division: Children with Complex Needs

Section: Sensory Support

Access to Education

1. **Job Purpose**

1.1 To work as a member of the team planning, delivering and evaluating a high quality service to deaf children and young people in order to raise achievement and attainment.

1.2 To work in partnership with school staff, families and other professionals to assess, teach and review our support for deaf children and young people in accordance with the Code of Practice, 2014.

1.3 To lead and contribute to planning, delivering and evaluating training courses in order to improve outcomes for deaf children and young people.

1.4 To actively support the vision, ethos and policies of the Service and promote high aspirations for all children and young people.

1.5 To keep children and young people safe from harm and to comply with all safeguarding policies and procedures.

1.6 To support the priorities of Birmingham City Council

2. **Duties & Responsibilities**

To –

2.1 provide specialist assessment, teaching, advice and support to ensure good access and promote progress

2.2 provide information on the nature of the child or young person’s deafness and its implications for social, emotional and education development to professionals, parents/carers and other relevant agencies

2.3 advise on communication approaches appropriate to the child’s individual needs

2.4 work in partnership with staff and parents to develop and review individual targets offering specialist advice on specific targets and teaching approaches
2.5 assess, record and report on the progress, attainment and further learning needs of deaf children and young people

2.6 identify the child’s learning styles and the teaching/support strategies required to promote their learning

2.7 identify/develop/provide specialist resources for assessing, teaching and supporting deaf children

2.8 collaborate with school staff, parents and other agencies to assess the child or young person’s strengths and needs and to profile development, particularly as this relates to his/her deafness

2.9 contribute to the assessment of deaf child or young person in accordance with the SEN code of practice (2014) and give advice about future educational needs and provision

2.10 lead on and contribute to planning, delivering and evaluating training for professionals, parents and voluntary agencies in order to increase their understanding, knowledge and skills in supporting the learning and development of deaf children and young people

2.11 ensure that deaf pupils have opportunities to voice their opinions, meet other deaf pupils and deaf role models in order to raise self-esteem and promote positive identity

2.12 positively engage with children, young people and parents in order to elicit and respond to their views

2.13 promote the inclusion of deaf pupils in all aspects of school life

2.14 demonstrate high expectations for all deaf learners

2.15 support effective transition at all phases of education and comply with sensory support transition guidelines

2.16 work and plan with staff in all settings to ensure appropriate and high quality support for deaf pupils

2.17 work in an effective integrated and multi-disciplinary way ensuring a team around the child approach and where appropriate, make referrals to other agencies

2.18 give specialist advice and strategies for learning including advice on access arrangements for standard assessments and examinations

2.19 work closely with parents to enable them to make informed decisions about future educational options

2.20 provide opportunities, as appropriate, for parents and carers to meet each other

2.21 provide impartial information about relevant third sector organisations
2.22 attend relevant meetings in respect of children on caseload and provide written reports as required

2.23 negotiate and review the level/nature of support, according to Service eligibility criteria for each child

2.24 represent the Team or Service at meetings on an agreed basis

2.25 regularly review methods of assessment and teaching, programmes of work and support for pupils

2.26 contribute to the development of a comprehensive range of resources for assessing and teaching deaf children and young people

2.27 participate in performance management arrangements within an agreed national framework, complying with the teacher standards (and, when appropriate, post threshold standards).

2.28 participate, as appropriate, in arrangements for further training and professional development as a teacher

2.29 participate, as appropriate, in meetings which relate to the work, administration or organisation of the Service

2.30 work with the educational audiologists on an agreed basis to ensure audiological skills and knowledge are up-to-date and the audiological needs of deaf children and young people are met

2.31 ensure that records of clinical audiological information for each child are up to date and that their implications are implemented in practice

2.32 check all specialist listening equipment to ensure that it is functioning optimally and efficiently, ensuring that breakdowns/faults are immediately reported to the appropriate service

2.33 have an excellent working knowledge of the FM systems in use by the service and be able to use methods of checking the response from hearing aids and FM system both objectively and subjectively

2.34 train school staff and pupils on the use and management of personal hearing instruments assistive listening devices

2.35 assess the appropriateness of the acoustic environment for each individual child and young person and make appropriate recommendations

2.36 present reports in a timely, professional, family friendly manner

2.37 ensure professional knowledge and skills are regularly updated

2.38 keep comprehensive records for each child accordance with team procedures

2.39 provide data for monitoring purposes as required and following service procedures

2.40 work collaboratively as a team member within the Service
2.41 take responsibility for developing specific aspect(s) of the Team’s work.

Staff will be required to be flexibly deployed in different areas and settings according to service needs and improved service delivery

3. **Supervision Received**

3.1 **Supervising Officer Job Title**

Line manager
Team lead for Sensory Impairment

3.2 **Level of Supervision**

Plan own work to ensure the meeting of defined objectives

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others).

N/A

5. **Conditions of Employment**

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or with whom they come into contact with.
- The above responsibilities are in accordance with the requirements of the Teachers' Pay and Conditions Document and subsequent orders in terms of duties and working time, also any local agreements, LEA Circulars and guidelines giving interpretations of teachers’ conditions of service.
- The teacher appointed will be recognised as a Casual Car User and a mileage allowance in accordance with the agreed scheme will be paid.
- This job description is normally subject to annual review. It may be amended at the request of the Head of the Service or the post-holder but only after full consultation with the post holder. It will be signed if agreement is reached.
- Confidentiality to be maintained at all times.
- This post is exempt from the Rehabilitation of Offenders Act.
- An enhanced Criminal Records Bureau Check will be undertaken.

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Observance of the City Council’s Equal Opportunities Policy will be required.
**Directorate for People**  
**Person Specification**

**Job Title:** Teacher for Deaf Children  
**Grade:** TPS + (1 or 2 SEN Points)  
**Division:** Children’s with Complex Needs  
**Section:** Sensory Support Access to Education

**Method of Assessment (M.O.A.)**  
A.F. = Application Form; I = Interview; T. = Test or Exercise; C. = Certificate; P. = Presentation.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education/Qualifications</strong></td>
<td>Mandatory Qualification as a Teacher of the Deaf (or currently undertaking this MQ)</td>
<td>AF &amp; C</td>
</tr>
<tr>
<td>NB: Full regard must be paid to overseas qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>Relevant experience of assessing, teaching and improving outcomes for deaf/hearing impaired pupils. Commitment to raising children’s achievement, promoting inclusive practice and increasing access to learning</td>
<td>AF &amp; I</td>
</tr>
<tr>
<td>(Relevant work and other experience)</td>
<td>2. Experience of working collaboratively and effectively with parents and other professionals.</td>
<td>AF &amp; I</td>
</tr>
<tr>
<td></td>
<td>3. Successful experience planning and delivering training/workshops</td>
<td>AF, I &amp; P</td>
</tr>
<tr>
<td><strong>Skills &amp; Ability</strong></td>
<td>Good interpersonal skills including the ability to work as part of a team, to negotiate effectively, and to handle difficult situations sensitively.</td>
<td>I</td>
</tr>
<tr>
<td>e.g. written communication skills, dealing with the public etc.</td>
<td>2. High level of verbal and written communication skills.</td>
<td>AF &amp; I</td>
</tr>
<tr>
<td></td>
<td>3. Able to work effectively to conflicting demands and to manage own time efficiently.</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>4. Reflective approach to monitoring and evaluating own practice, and willing to adapt/develop practice</td>
<td>AF &amp; I</td>
</tr>
<tr>
<td></td>
<td>5. An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <strong>Part 7 of the Immigration Act 2016</strong></td>
<td>I</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td>Active in identifying and seeking to meet own development needs and recent relevant professional development.</td>
<td>AF &amp; I</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>An awareness, understanding and commitment to equal opportunities for children, families and staff.</td>
<td>AF &amp; I</td>
</tr>
<tr>
<td></td>
<td>Birmingham City Council is committed to Safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</td>
<td>AF &amp; I</td>
</tr>
</tbody>
</table>

**Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people** and expects all staff to share this commitment.

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.