CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
JOB PROFILE

DEPARTMENT: Children's Services	**SERVICE GROUP: Specialist Teaching and Support Services (STASS)** **Children's Sensory and Physical Needs Service**
POST TITLE: Teacher of the Deaf	**REPORTS TO: Support Team for Deaf Children Outreach Team Leader**
GRADE: MPS/UPS + 1 or 2 SEN	**SAP POSITION NUMBER:**

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

Key Purpose of Post

To work flexibly within the structure of the Specialist Teaching and Support Services, ensuring the raised achievement and maximum inclusion of deaf pupils through high quality teaching and learning in mainstream schools

To work as part of the Support Team for Deaf Children to optimise outcomes for deaf children by providing guidance to schools and families by providing direct assessment including for statutory processes, delivering teaching and interventions to deaf children, to effect good transitions from Foundation to KS1 / KS2, and into secondary provisions, and Post 16 regarding their education, social and emotional development, and improving outcomes.

To promote partnerships with families, professionals, and a range of agencies, and to participate in appropriate meetings with colleagues and parents / carers relating to all duties in this document, preparing reports and other documentation needed to ensure pupils' needs are identified and appropriately met.

Main Responsibilities of Post

1. Employ appropriate strategies and techniques for teaching, leading and implementing an adapted, highly individualised curriculum, for children and young people who are deaf, developing strategies for developing language and communication and supporting the Attachment Aware and Trauma Informed approach.

2. Model to other teachers, effective methods of intervention that develops pupils of all abilities and set challenging learning objectives which are relevant to all children to develop deaf pupils' spoken and/or signed communication skills.

3. To work jointly with schools, and colleagues in other educational settings. Participate in joint planning with staff in schools / colleges to advise on the preparation of highly differentiated curriculum, which includes materials and the employment of alternative teaching strategies to facilitate maximum access for deaf pupils.

4. To assist mainstream school staff in the development of in-school assessment and monitoring procedures for pupils with Special Educational Needs. Undertake specialist assessments of needs, record, and report findings appropriately, and monitor and assess progress. This includes all statutory duties relating to EHCPs.

5. Work collaboratively with school staff / SENCo / exams officer, to provide up-to-date and current information about reasonable adjustments and special arrangements for statutory assessments and testing.

6. Provide training to settings to support practitioners' understanding of the nature of deafness and the implications for children and young people.

7. To supervise the use and care of hearing aids, audiological equipment and resources used by pupils. Review the introduction and use of new technology and equipment, advise and train to ensure correct use and monitor its effectiveness.

8. Work in partnership with other agencies and services involved in supporting individual pupils, e.g. Speech Therapists, Social Workers, Educational Psychologists, Health and Audiology and other Bradford services, particularly regarding effective transitions. To initiate where appropriate referrals to other agencies as necessary.

9. To work in partnership, advise and support parents of deaf pupils on all matters relating to their child's communication, education, health, and social care needs.

10. Identify and support deaf children and young people with differing levels of ability and degrees of deafness and those experiencing social and emotional difficulties, and record a child's progress and achievements systematically, providing evidence

of the range of their work progress and attainment over time to inform planning.

11. Recognise and respond effectively to equality issues as they arise and challenge stereotyped views, bullying and harassment in accordance with council policy and procedures.

12. Participate in whole service developments and staff training initiatives, continuous professional development and other learning activities as required, including participation in the service performance management arrangements, and service meetings.

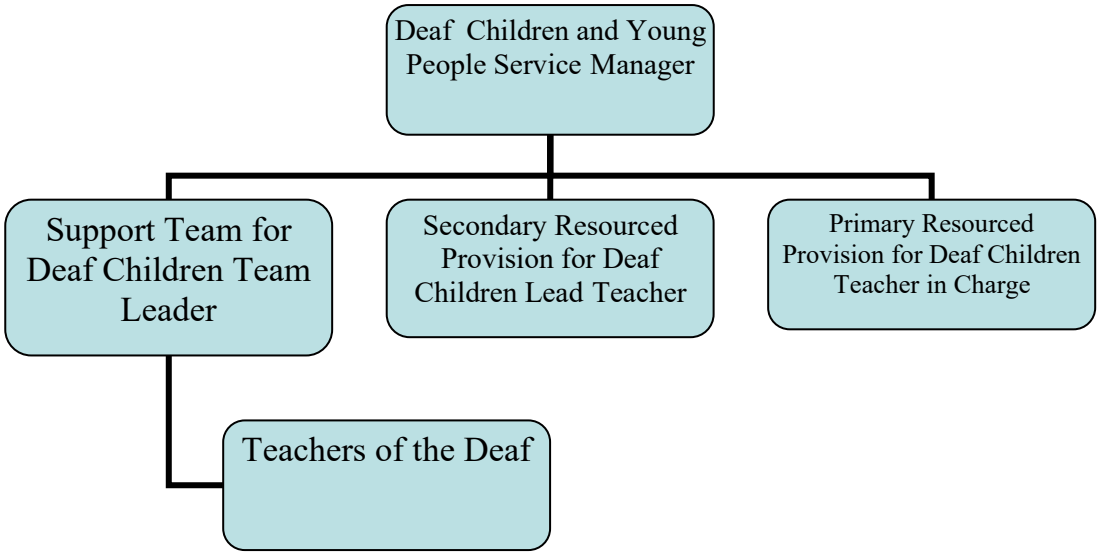
13. Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person. Implement and have regard to Bradford MDC's policies and procedures, including living and promoting Bradford MDC's Values and Vision

14. Recognise and respond effectively to equality issues as they arise and challenge stereotyped views, bullying and harassment in accordance with service policy and procedures.

15. To continue to build up and extend own professional expertise as agreed through the council appraisal cycle.

16. Carry out other duties that may be appropriate, and as directed by the Support Team for Deaf Children Outreach Team Leader / Deaf Children and Young People Service Manager.

Structure:



Special Knowledge Requirement: Essential for shortlisting	
Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column	
	Essential
Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public, (e.g. in children's centres) – where the person is able to demonstrate that they can during the interview: a) Can express themselves fluently and spontaneously, almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language	**X**
Carries out the working practices, procedures and basic operations across deaf education particularly relating to children with additional and complex needs	**X**
Uses knowledge, safety and environmental policies, procedures, and regulations, including risk in own area and/or other areas of work (including relevant legislation)	**X**
Uses a range of specialist ICT systems across own work area and or across other areas of work.	**X**
Oversees or contributes to the management of a budget, keeping costs within agreed levels for own section/team	**X**
Uses, interprets, analyses, communicates complex numerical information.	**X**
Able to demonstrate a knowledge of deafness and its impact on a child's development and to explain this clearly to families and professionals	**X**

Able to demonstrate a knowledge of hearing aids and other assistive listening devices to facilitate a child's access to speech in educational settings	
Able to promote good practice in schools through effective support which jointly develops strategies to meet the needs of a range of deaf children with additional complex needs.	**X**
Able to identify the need for and to use a range of specialist assessments including: • language development • speech tests to identify the impact of hearing loss on a child's access to spoken language • audiometric testing to check the functioning of hearing aids and radio aids	
Maintain an up-to-date knowledge of developments in deaf education to inform and advise teaching staff and families on the best strategies to optimise individual children's learning experience.	**X**

Relevant experience requirement: Essential for shortlisting
The applicant is required to provide evidence of having previously spoken fluently to members of the public to meet the Advanced threshold level outlined under Special Knowledge above.
Experience of working with deaf children and their families
Undertaken In-Service training courses in areas relating to inclusion/Special Educational Needs
Relevant professional qualifications requirement: Essential for shortlisting
Qualified Teacher status
Qualified Teacher of the Deaf or substantial relevant experience with a commitment to training as a Teacher of the Deaf
British Sign Language Level 1
British Sign Language Level 2 OR willingness to undertake training.
Core Employee competencies at manager level to be used at the interview stage
Carries Out Performance Management – covers the employees' capacity to manage their workload and carry out a number of specific tasks accurately to a high standard.
Communicates Effectively - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information.
Carries Out Effective Decision Making - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work.
Undertakes Structured Problem Solving Activity - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships.
Operates with Dignity and Respect - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people

face.

Management Competencies: to be used at the interview stage
Operates with Strategic Awareness Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.
Practices Appropriate Leadership Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the district in all that they do
Delivering Successful Performance Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the district's vision & work to achieve Council's values & agreed outcomes.
Applying Project and Programme Management Our manager's work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning.
Developing High Performing People and Teams Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council's values and goals.
Working Conditions:
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.
Be prepared to work occasionally outside normal hours
Must be able to work within the requirements of the Council's Mobile and Flexible Working policy
Postholder must be able to travel efficiently and independently, with equipment and resources, across the district.
Special Conditions:
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required

Compiled by: **KT** **Date: November 23**	**Grade Assessment** **Date:**	**Post Grade:**