CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
JOB PROFILE

DEPARTMENT: Children's Services	**SERVICE GROUP: SEND Service (Specialist Teaching and Support Services – STaSS)** **Children's Sensory and Physical Needs Service, Deaf Children and Young People Service.**
POST TITLE: Teacher of the Deaf	**REPORTS TO: Resourced Provision Teacher in Charge**
GRADE: MPS/UPS + 2SEN (qualified) 1SEN (unqualified)	**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.

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 teach and support deaf pupils in the primary Local Authority led Resourced Provision (LARP) with reference to their education, social and emotional development and wellbeing, liaising with mainstream teachers, parents / carers and other professionals, agencies and services as appropriate, with specific regard to pupils who are deaf. Ensuring inclusion and embedding attachment aware and trauma informed practices across the Resourced Provision.
- To ensure the assessment and recording of pupils' achievements and progress within statutory requirements and those of the school / Deaf and MSI Children Service.
- Participate in appropriate meetings with colleagues and parents / carers relating to all

duties in this document, preparing reports and other documentation needed to ensure deaf pupils' needs are identified and appropriately met.

Main Responsibilities of Post:

1. To teach deaf children across a range of subject areas. ensuring progress in learning through rigorous planning and assessment procedures.

2. Implement and have regard to Bradford MDC's policies and procedures, including living and promoting Bradford MDC's Values and Vision.

3. To assist mainstream school staff in the teaching, support and development of in-school assessment and monitoring procedures for pupils with deaf children and young people.

4. To work jointly with schools, and colleagues in other agencies.

5. To be involved in the development of the cross service initiatives relevant to deaf children and young people as agreed with the Teacher in Charge.

6. To participate in personal and professional development, to continue to build up and extend own professional expertise as agreed through the council performance management cycle

7. To participate in team and service meetings.

8. To develop deaf pupils' spoken and / or signed communication skills through effective teaching and learning strategies and in partnership with specialist professionals e.g. Speech and Language Therapist and Deaf Instructor.

9. To advise and support parents / carers of pupils on all matters relating to their child's education

10. To liaise and maintain contacts with all support agencies with special reference to the transition of pupils.

11. To supervise the use and care of hearing aids, audiological equipment and resources used by pupils.

12. To support colleagues in the identification and use of specialist equipment for children and young people who have additional physical and medical needs.

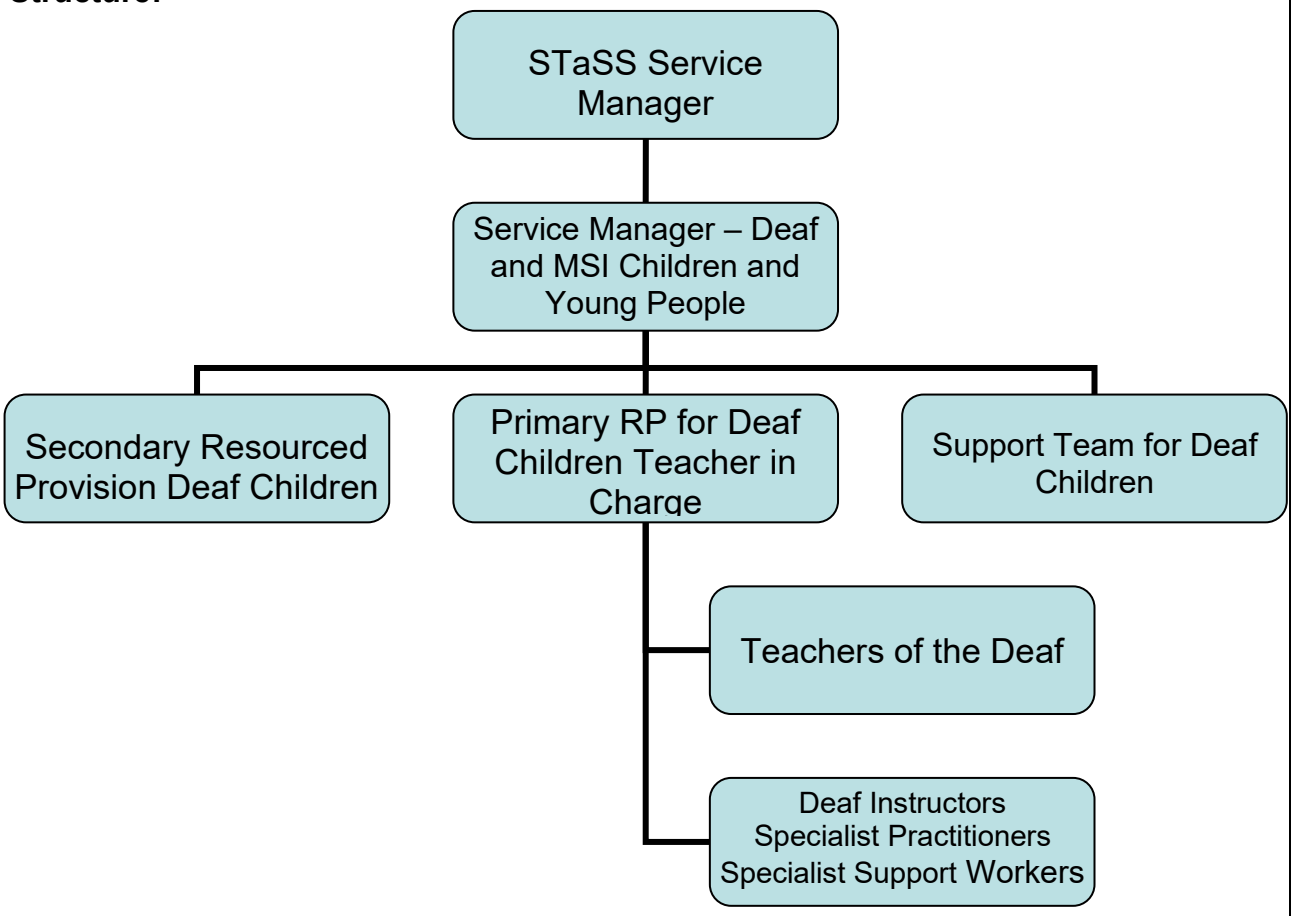
13. To initiate, where appropriate, referrals to other agencies as necessary.

14. To work in partnership with parents / carers and pupils in the development of their education, health and social care needs.

15. To maintain an up to date awareness of emotion coaching and attachment aware and trauma informed strategies through service training and policies. Ensure implementation of these strategies in everyday practice.

16. Any other duties as directed by Teacher in Charge.

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
Knowledge of deafness and its implications on Language Acquisition	X

and learning	
Understanding of the degrees of deafness and the varying modes of communication and audiological support available	X
Understanding of educational issues relating to working within a multi-cultural city.	X
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Knowledge of relevant SEN legislation	X
Understanding of the impact of additional needs for a pupil who is deaf	

Relevant experience requirement: Essential for shortlisting
Experience of working as a teacher with primary school children
To have worked with a wide range of pupils, including those who have additional needs
Relevant professional qualifications requirement: Essential for shortlisting
Qualified Teacher status
Qualified Teacher of the Deaf and/or substantial relevant experience with a commitment to training as a Teacher of the Deaf
British Sign Language Level 1 or equivalent functioning with a commitment towards achieving Level 2

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:
May be required to work occasionally out of office hours as part of a family friendly service. 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.
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: **Date:**	**Grade Assessment Date:**	**Post Grade:**