

Teacher of the Deaf

Full Time/Permanent

Immediate start

Salary Scale: Inner London MPS/UPS, plus SEN allowance (dependent on experience)

We are looking for a dynamic and proactive Teacher of the Deaf to join our forward-thinking school. Supported by the Student Support Lead/Teacher of the Deaf, the successful candidate will be responsible for teaching deaf students in small groups, and one-to-one work, supporting them in mainstream lessons. This is an exciting opportunity for either an experienced Teacher of the Deaf, or in training, to be part of a team working towards raising standards and developing the provision to become a centre of excellence for deaf students within Bi-borough and the wider community. Applications will also be considered from those currently undertaking the ToD mandatory qualification or those who are willing to commit to the two-year course to gain the qualification. (Course fees fully funded).

St. Augustine's C.E. High School is a medium sized mixed comprehensive school situated on the doorstep of central London, in Kilburn. The School's moral purpose is to ensure that every student is 'the best that they can be' and our ethos and values are upheld throughout the entire school community. Students are actively encouraged to develop the attitudes and vision of the School ethos through their learning and sense of belonging to the School. We are fully inclusive and our dedicated staff are focused on quality and achievement whilst ensuring the happiness and well-being of our community.

In March 2023 the school was graded as a 'Good' school with 'Outstanding' for Personal Development by OFSTED.

"The vision of faith, hope and love is central to this school. The core values of kindness and inclusion are guiding principles."

The report highlights many positive aspects of our school, including our strong leadership and management, our ambitious curriculum and our inclusive nature. We are particularly proud that the report recognises our commitment to providing a safe and nurturing environment for our students and that our students feel happy and well-supported.

"Leaders have high expectations, including for pupils' behaviour. They provide pupils with support and guidance. Pupils are safe, happy and well cared for by staff. Pupils appreciate staff's approach to managing behaviour in a fair and reflective way."

In November 2022 the School was proud to be awarded Excellent in all categories of its Statutory Inspectorate of Anglican and Methodist Schools inspection (SIAMS). The School's distinctive Christian vision is firmly established and promoted by the school community at all levels, enabling pupils and adults to flourish. The inspector commented:

"The lives of pupils at St Augustine's are transformed because they are nurtured and cherished by skilled, caring and insightful adults in the school. School leaders and staff, motivated by the school's vision, go to exceptional lengths to ensure that pupils, particularly the most vulnerable have hopeful futures."

"The visionary work-related curriculum, driven by the school's Christian vision, is instrumental in sowing aspiration and self-belief in pupils in this inner-city school, which serves a very deprived area. Pupils achieve far beyond their expectations."

We are a Gold awarded Trauma Informed school which means our approach to every child is with curiosity. We teach our students to regulate themselves and pride ourselves on our positive relationships with our students, connecting with them before we correct. Being a trauma informed practitioner is fundamental at St Augustine's, as it underpins our ethos and values to ensure that every child can be the best they can be.

At St Augustine's we believe there should be no barriers to a child's future and society should and can, be a level playing field. Aspiring for this to be reality we promise to:

- Emphasise high quality subject teaching, reinforced by excellent support for learning and intervention
- Deliver inclusion services that assist personal development
- Provide excellent pastoral care so no student goes unsupported
- Continually develop strong leadership and have high levels of expertise in education.

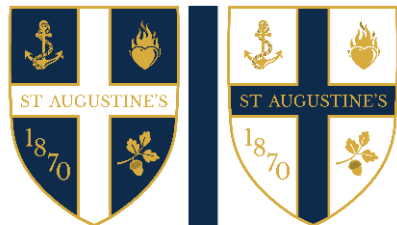
We are passionate about the importance of academic, technical and vocational learning and our students have opportunities to participate in programmes with an impressive array of employer partners including PricewaterhouseCoopers, The Old Vic, Cleveland Clinic, City University of London, Zoological Society of London, and Construction Youth Trust.

St Augustine's CE High School has a strong ethos of collaboration and innovation. If you would relish the opportunity to work within a diverse and exciting teaching environment, with highly motivated students and a supportive leadership team, then St. Augustine's would welcome your application.

Applications will be reviewed on receipt. Candidates may be interviewed before the closing date, and St Augustine's CE High School reserves the right to close any job adverts early if a suitable appointment is made. Applications will only be accepted if submitted on our application form.

For further information and to download an application pack, please visit our school website <https://www.stahigh.org/our-school/vacancies/> and/or contact Ana Jimenez, Business Support Manager ajimenez@stahigh.org for further information.

St. Augustine's C.E. High School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. The successful applicant will be subject to appropriate child protection screening including checks with previous employers and the Disclosure and Barring Service.



Teacher of the Deaf

Job Description & Person Specification

Job Description

Job Title	Teacher of the Deaf
Line Manager:	Student Support Lead/Teacher of the Deaf

Main purposes of the job

To ensure that the educational needs of children and young adults who are deaf or hearing impaired are met, and that they become independent learners and achieve their full potential across all Key Stages.

The role of the Teacher of the deaf includes meeting **ALL** of the NDCS quality standards.

General Responsibilities

Teaching and Learning

To ensure that the special educational and communication needs of individual children are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice (2014) (SEN COP) and Disability Discrimination Act (DDA).

To support mainstream colleagues to promote inclusive practices and to aid the effective teaching of deaf pupils.

To contribute to the development of our deaf provision.

To establish and maintain professional relationships with school, other services or agencies, parents and pupils to develop and sustain effective teaching and learning strategies for deaf pupils.

To include parents in the planning and reviewing of provision and ensure they are supported in their development as educators of their children.

To support children, and advise and collaborate on:

- Curriculum needs and teaching strategies
- The use of technical and other specialist equipment
- Supporting personal and social development.
- Implications of hearing loss
- Communication needs and Language development as appropriate.

Teaching, Assessment and Monitoring

To carry out detailed assessments, monitoring, specialist teaching and programme planning for deaf pupils.

To contribute towards statutory assessments including Education Health Care Plans, Statements of special educational needs, and annual reviews.

To monitor and assess the progress of children who are deaf or hearing impaired and to use the information gained to inform planning, advice and practice.

Teaching is carefully pitched to ensure deaf children are included and are effective contributors

To work with school to develop teaching strategies, approaches, specialist materials and resources to support deaf pupils.

To regularly plan with school staff and other agencies to advise on specific strategies and specialist equipment for individual pupils.

To work with the school and parents to provide advice to the LA when a request for statutory assessment is made for deaf pupils.

To act as a role model of good classroom practice for other teachers, modelling effective strategies with them.

To monitor and maintain records of teaching, meetings, planning and pupil progress.

To advise on specialist equipment and specific strategies appropriate to individual pupils.

To manage personal amplification systems and radio aid systems on a daily basis.

To keep up to date audiology records for all deaf children.

To work with the Speech and Language Therapist to develop individual programmes.

To evaluate the efficacy of individual support programmes through accurate benchmarking and target setting.

To understand how deafness can impact on CYP learning.

To set realistic targets aimed at closing the attainment gap.

Training Research and Development

To contribute to the development and production of specialist resources for use with deaf pupils.

To maintain professional awareness of current research and thinking on good practice in the education of children with hearing impairment and wider inclusion issues.

To maintain a professional awareness of the published resources available for use with pupils.

Administration, Organisation and Management

To work alongside the Lead Teacher of the Deaf to ensure value for money with the purchase, organisation and storage of resources.

To assist in the collection and collation of information which may be required for deaf specific management/service delivery purposes.

To produce records and reports as requested by the Senior Leadership Team.

To contribute to the school and Provision Development Plans.

To participate in meetings which relate to the development, administration or organisation of the provision.

To provide direct training and teaching to children or staff where appropriate to facilitate the child's learning, inclusion and independence. This may include the use of specialist equipment and teaching and learning materials.

Other Professional Requirements

- Operate at all times within the stated policies and procedures of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Support the school's distinctive Church of England vision and ethos
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and Academic Review days
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors.

General

To work according to the School's policies and procedures.

Equalities

Ensure implementation and promotion in employment and service delivery of the School's equal opportunities policies and statutory responsibilities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

Person Specification

Qualifications	<ul style="list-style-type: none"> • Degree or equivalent • Mandatory Teacher of the Deaf qualification or willing to work towards • Minimum 1-2 years relevant experience in teaching deaf children or young adults in mainstream school, specialist resource provision or equivalent 	<ul style="list-style-type: none"> • Essential • Essential • Essential
Experience	<ul style="list-style-type: none"> • Experience of delivering outstanding outcomes through own practice and working with others 	<ul style="list-style-type: none"> • Desirable
Skills and knowledge	<ul style="list-style-type: none"> • Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment • Knowledge of the National Curriculum • Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure • Understanding of the needs of students in a diverse school population. • Effective communication, good time management, ability to prioritise and problem solve • Knowledge and understanding of monitoring and evaluation procedures • Increasingly develop competence and confidence to use own initiative when appropriate, but tempered with being able to identify when in need of further advice and support. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential
Abilities	<ul style="list-style-type: none"> • Have an ability to establish good rapport and build professional relationships rooted in mutual respect with deaf pupils and their parent/carers. • Observing proper boundaries appropriate to their professional position, with deaf pupils, whilst supporting their full participation and independence. • To work collaboratively with families, Bi-Borough outreach services, specialist health services and third sector organisations to promote aspirational opportunities for deaf learners. 	<ul style="list-style-type: none"> • Essential • Essential • Essential
Qualities	<ul style="list-style-type: none"> • Have high expectations for every deaf child, recognising that deafness itself is not a learning disability, and an 	<ul style="list-style-type: none"> • Essential

	<p>understanding that deaf children and young people should have the same potential to achieve as their hearing peers.</p> <ul style="list-style-type: none"> • Respect the methods of communication chosen (e.g., use of oral communication, or sign supported English (SSE)) by deaf students and their families, and their right to make 'informed choices' about what communication method is appropriate for the family. • Be willing and enthusiastic to learn and undertake further training to ensure the required knowledge for the post is kept updated to reflect, for example, developments in technology for deaf students. • A commitment to safeguarding and promoting the welfare of young people • Able to keep confidentiality throughout all aspects of their work • Good attendance and punctuality • Resilience, energy and enthusiasm • Adaptability to changing circumstances and new ideas • Committed to the ethos of the school • Willingness to be flexible and take on additional duties as and when required 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way • A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities • A commitment to working in a flexible and collaborative manner with all members of the school community 	<ul style="list-style-type: none"> • Essential • Essential • Essential