# Job Description

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications, and experience.

# Section A: Job Profile

The job profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the role and a brief description of the main duties.

## Job Details

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| Job Title: | Teacher of Deaf Children and Young People – maternity cover |
| Salary: | Teachers Pay and Conditions  FTE £35,674 (MPS3) to £49,084 (UPS3) + SEN allowance (£3,679 / £5,285)  Actual salary £21,404 to £29,450 + (£2,207 / £3,171) |
| Grade: | MPS/UPS + up to maximum SEN allowance pro rata based on qualifications and experience |
| Hours: | 0.6FTE |
| Team: | Deaf and Hearing Support, Special Educational Needs Support Services (SENSS) |
| Service Area: | Children’s Services |
| Primary Location: | South Oxfordshire |
| Budget responsibility: | No |
| Responsible to: | Team Manager (Deaf and Hearing Support)  Specialist Manager (SENSS Sensory, Physical and Complex Needs Service) |
| Responsible for: | N/A |

## Job Purpose

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| This is a brief overview of the key objectives of the job including the context within the team:   * To improve outcomes for children and young people who are deaf\*. * To facilitate the inclusion of children and young people who are deaf in a range of educational settings - mainstream and special - providing advisory and / or teaching support as required. * To empower those working with children and young people who are deaf through support, advice, and training. * To provide family centred support for all children and young people on caseload. * To undertake administrative duties in respect of all pupils on caseload as agreed with the Area Team Manager and the Specialist Manager.   This job description is to be performed in accordance with the provisions of the School Teachers ‘Pay and Conditions’ policy and within the range of teachers’ duties set out in that document.  *\*the terms deaf / deafness refer to all levels and types of hearing loss* |

## Job Responsibilities

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| Teachers of Deaf Children and Young People (ToDs) are an essential part of the SENSS Deaf and Hearing Support Team working with children and young people who are deaf in Oxfordshire. ToDs work both in peripatetic and resource base roles, some teachers working a combination of the two.  Staff appointed to a specialist team should be able to adapt to working in a range of establishments with a variety of age groups. This is a list of the main duties that the post holder will be expected to undertake:  **Safeguarding**   * This post is subject to a satisfactory enhanced certificate from the Disclosure and Barring Service. * The post holder has individual responsibility for promoting and safeguarding the welfare of children and young people in line with local authority (LA) safeguarding procedures.   **To improve outcomes for children and young people who are deaf**   * Contribute to outcome setting for children and young people who are deaf, including consideration of wider outcomes relating to emotional, social, and personal development. * To help foster independence, decision-making and self-advocacy skills in children and young people who are deaf. * To implement an ‘Assess, Plan, Do, Review’ cycle as a basis for devising and implementing interventions that will impact positively on outcomes for children and young people on caseload. * Keep abreast of current research evidence and good practice and consider how to translate this into improved interventions and outcomes. * Undertake specific development projects or activities, in line with service development priorities. * Ensure compliance with statutory responsibilities of Children and Young People (0 – 25) with Special and Additional Educational Needs, and with all SENSS protocols and OCC policies.   **To facilitate the inclusion of children and young people who are deaf, in a range of educational settings**   * To visit and work with children and young people who are deafattending any phase of mainstream or special education. * To assess and offer appropriate advisory and teaching support, including in-service training to staff and peers. * To identify the specialist equipment needs of children and young people on caseload. * To ensure appropriate use and maintenance of hearing aids and other amplification devices. Assistive Listening Devices and Sound Field Systems are widely used. * To support positive and effective transitions at all stages of education. * To promote the effective inclusion of the children and young people on caseload, supporting access to the curriculum and enhancing pupil wellbeing. * To support and contribute to statutory processes and meetings for individual children and young people as needed and appropriate.   **To empower those working with children and young people who are deaf through support, advice, and training**   * To establish effective links with educational settings and key partners across other agencies offering support, mentoring, advice, and training to staff in schools and settings. * To use the specialist skills and knowledge acquired to empower settings to implement quality first teaching, reasonable adjustments, differentiation and learning strategies for children and young people who are deaf; building the confidence and capacity of the setting to meet children and young people’s needs. * To be responsible for training, supporting and guiding Teaching Assistants working with children and young people who are deaf. * To provide advice on appropriate listening environments and technology to enhance learning for children and young people who are deaf. * To maintain and continuously update personal and professional skills and knowledge, including a) specialist knowledge relating to deafness and b) mainstream initiatives and developments, through engaging in appropriate continuing professional development.   **To provide family centred support for all children and young people on caseload**   * To work effectively with a family centred approach and as part of a multidisciplinary team (education, health, and social care as appropriate); presenting written reports on aspects of the pupil’s social, emotional, linguistic, educational progress and development as required. * To contribute to the development of a personalised learning programme arising from such reports ensuring that the programme is shared with key staff at key transitions. * To share responsibility for monitoring and evaluating such programmes, liaising with the Area Team Manager, SENDCo and other setting staff and professionals as appropriate. * To support families following the principles of early intervention and offering families informed choice in line with the current SEND strategy. * To work in partnership with NHS audiological services and families to ensure optimal access to residual hearing for children and young people on caseload.   **To undertake administrative duties in respect of all pupils on the caseload as agreed with the Team Manager and the Specialist Manager**   * Provideweekly plans of time allocation and activities using internal electronic diary systems. * Maintain accurate and up to date records of pupil progress in line with SENSS protocols. * The completion of reports as required for providing information to parents, educational settings, and other professionals. This will include reports for Education Health Care Needs Assessments and other statutory processes. * Maintain records on individual children and young people in the EYES Liquidlogic system including case notes, and reports and information from other professionals working with the child, young person, and family. * Completion of travel claims/expenses forms through the Integrated Business Centre (IBC).   **Additional Responsibilities**  To undertake any additional duties consistent with the role of Teacher of Deaf Children and Young People supporting and teaching children and young people who are deaf, as determined by the Team Manager (DHS), SENSS Specialist Manager (SPCN), and the Deputy Director for Education or their representative.  For all staff: You have specific responsibilities under **Health & Safety** legislation to ensure that you:   * Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do. * Cooperate on all issues involving health and safety. * Use work items provided for you correctly, in accordance with training and instructions. * Do not interfere with or misuse anything provided for your health, safety, or welfare. * Report any health and safety concerns to your line manager as soon as practicable. * You have appropriate business insurance when travelling by car for Oxfordshire County Council.   **Equal Opportunities**  To undertake those duties which support the achievement of the Council’s equal opportunities objectives.  **Children’s Rights**  Oxfordshire County Council has signed up to a Children’s Rights Checklist and the post holder must work within this framework to ensure that they:   * think about children’s rights in relation to the service they are providing. * consistently seek and act on the views of children and young people. * can show that children’s rights are reflected in all aspects of the work of the team.   ***The post outline and list of duties is not meant to be exhaustive. The post-holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the service and in keeping with the general profile of the post.***  *SENSS seek to foster an inclusive approach to everything that we do. We recognise diversity in the workforce as an enormous strength that broadens our perspectives, enhances our understanding, and enriches our teams.* |

# Section B: Selection Criteria

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have in order to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4). The criteria are aligned to our [corporate values](https://www.oxfordshire.gov.uk/council/about-your-council/working-oxfordshire-county-council/county-council-values).

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

On your application form, you must provide a supporting statement which includes examples and evidence of when you have demonstrated the criteria listed below. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

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| Essential Criteria | Assessed By: |
| Qualified Teacher Status | A, D |
| Highly effective as a teacher with a good ability to assess, plan, monitor and review progress and to adapt teaching interventions so that there is a notable impact on the quality of pupil outcomes | A, T, I |
| Wide, detailed and experience-based SEND knowledge encompassing learning styles, methods, approaches, strategies, and interventions used for teaching children with special educational needs and disabilities, ideally including children and young people who are deaf | A, T, I |
| Excellent communication skills, both face to face and in writing, and a proven ability to use these to inspire, empower and influence others e.g. while training or coaching | A, T, P, I |
| Good organisational skills, including the ability to prioritise a range of functions and work efficiently under pressure. Proficient ICT skills and willingness to learn and use new technology | A, T, I |
| The ability to work effectively with a family centred approach as part of a multidisciplinary team and an ability to listen to others and communicate with sensitivity and understanding | A, I |
| Determined, resilient, reflective, creative and solution focussed; able to remain positive in the face of professional challenges | A, T, I |
| Ability to travel between educational settings | A, D |
| Desirable Criteria | Assessed By: |
| Experience of teaching in more than one Key Stage in a mainstream environment or in different types of setting e.g. mainstream and special school | A |
| Department for Education (DfE) mandatory qualification (Teacher of Deaf Children and Young People) or currently training towards this; recent experience working as a Teacher of Deaf Children and Young People | A, D |
| Qualification in Special Educational Needs related to specific teaching and learning approaches for children who are deaf e.g. an advanced qualification in audiology/ language/ early years | A, D, I |
| BSL qualification/s | A |

# Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

Additional pre-employment checks specific to this role include:

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|  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List |  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
|  | Enhanced Disclosure and Barring Service check with Children’s Barred List |  | Enhanced Disclosure and Barring Service check with Adults Barred List |
|  | Standard Disclosure and Barring Service check |  | Basic Disclosure |
|  | Disqualification for Caring for Children (Education) |  | Overseas Criminal Record Checks |
|  | Prohibition from Teaching |  | Professional Registration |
|  | Non police personnel vetting |  | Disqualification from Caring |
|  | Other (please specify): |  |  |

# Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

## Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

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|  | Provision of personal care on a regular basis |  | Driving HGV or LGV for work |
|  | Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects |  | Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or a council vehicle for work purposes) |
|  | Working at height/ using ladders on a regular/ repetitive basis |  | Restricted postural change – prolonged sitting |
|  | Lone working on a regular basis |  | Restricted postural change – prolonged standing |
|  | Night work |  | Regular/repetitive bending/ squatting/ kneeling/crouching |
|  | Rotating shift work |  | Manual cleaning/ domestic duties |
|  | Working on/ or near a road |  | Regular work outdoors |
|  | Significant use of computers (display screen equipment) |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks |  | Working with challenging behaviours |
|  | Continual telephone use (call centres) |  | Regular work with skin irritants/ allergens |
|  | Work requiring hearing protection (exposure to noise above action levels) |  | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
|  | Work requiring respirators or masks |  | Work with vibrating tools/ machinery |
|  | Work involving food handling |  | Work with waste, refuse |
|  | Potential exposure to blood or bodily fluids |  | Face-to-face contact with members of the public |
|  | Other (please specify): |  |  |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements.