**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.

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| Job details

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| Job Title: | Lead Teacher, SENSS Deaf and Hearing Support Resource Base, New Marston Primary School, Oxford  |
| Salary: | £47,509 to £57,760 |
| Grade: | MPS/UPS + SEN allowance + TLR 2(1) it is expected that any teacher applying for this role will have at least 4 years teaching experience and be on at least MPS5 |
| Hours: | 1.0 FTE Teachers Pay and Conditions  |
| Contract type: | Permanent  |
| Team: | SEN Support Services (SENSS), Deaf and Hearing Support team  |
| Start date: | 07 July 2025 or as soon as possible thereafter |
| Service Area: | SEND Education, Children’s Services  |
| Primary Location: | New Marston Primary School, Oxford |
| Budget responsibility: | None |
| Responsible to: | Area Team Manager, SENSS Deaf and Hearing Support team |
| Responsible for: | Resource base support staff |

Job PurposeThis is a brief overview of the key objectives of the job including the context within the team/department. |
| **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 s/he is responsible for or comes into contact with in line with local authority (LA) safeguarding procedures.**MAIN PURPOSE(S) OF THE ROLE**1. To teach pupils in the resource base in line with Teacher of Deaf Children and Young People duties and responsibilities, improving outcomes for children with hearing loss.
2. To work in partnership with the host school to promote the full inclusion, attainment and achievement of the pupils in the resource base, through a whole school approach, taking account of their particular special educational needs.
3. To oversee and develop the enhanced specialist provision for pupils in the resource base.
4. In consultation with the host school and SENSS Managers, to guide and oversee the day-to-day deployment of teachers and support staff allocated to the resource base, in order to respond appropriately the support needs of the pupils.
5. To ensure that base staff develop and maintain their specialist knowledge and skills through access to appropriate CPD opportunities, performance management and training.

This job description is to be performed in accordance with the provisions of the School Teachers’ Pay and Conditions document and within the range of teachers’ duties set out in that document. |
| Job Responsibilities This is a list of the main duties or tasks that the post holder will be expected to undertake.  |
| 1. **Teaching responsibilities and improving outcomes**
	* To devise and implement SEN Support Plans, in collaboration with mainstream class teachers, to ensure access to the mainstream curriculum, appropriately differentiated to meet SEN;
	* To make provision for the social and personal development of pupils in the resource base fostering inclusion and independence at every opportunity;
	* To maintain a stimulating learning environment, suitably adapted to the needs of the pupils in such a way as to promote engagement and achievement;
	* To keep accurate and up to date records of pupil progress in line with host school systems for recording and reporting to parents;
	* Working within host school systems, to liaise with parents in relation to the special needs of their child, to promote consistent approaches between home and school;
	* To compile reports for Progress Reviews, Transfer Reviews and Annual Reviews as required and convene and attend review meetings, in consultation with the host school;
	* To promote the continuous improvement of teaching and learning through engaging with both host school and SENSS monitoring and quality assurance processes, including observation schedules, learning walks and preparation for OfSTED;
	* To identify the specialist equipment needs of resource base pupils; ensure appropriate use and maintenance of any equipment required.
	* To support positive and effective transitions at all stages of education.
2. **Working in Partnership with the Host School**
	* To establish an effective, communication system with key host school colleagues to facilitate and develop collaboration and partnership in all aspects of running the resource base;
	* To establish systems and activities to inform all school staff about the particular strengths, learning styles and needs of the resource base pupils, and of appropriate strategies to meet these;
	* To develop the resource base as a specialist resource for the host school, by offering a range of support including:
		+ Inclusion of host school pupils in base interventions / activities as appropriate.
		+ Staff training and specialist CPD opportunities.
		+ Awareness raising activities for peers and new staff.
		+ Peer support interventions.
	* To ensure that host school policies and procedures are followed in relation to resource base pupils, integrating these with SENSS and LA processes as appropriate.
3. **Developing Specialist Provision**
	* To maintain and continuously update personal, professional skills and knowledge including a) specialist knowledge relating to deafness and b) mainstream initiatives and developments, through engaging in appropriate CPD;
	* To plan, track and evaluate appropriate specialist interventions to meet the identified needs of pupils in the resource base, and the host school as appropriate, adapting these to meet changing needs;
	* To engage positively with SENSS and LA initiatives to maintain and develop consistent countywide specialist provision for deaf children, for example;
		+ Supporting SENSS Admissions processes by visiting prospective pupils and hosting prospective parents.
		+ Contributing to the development of alternative forms of specialist provision.
	* To seek opportunities to develop the resource base as a centre of excellence and a training resource for professionals in the partnership and wider locality.
	* To liaise with other professionals and support services to ensure that the SEN of children in the resource base are met in a holistic and integrated way. This will combine both integrated provision for individual children and planning for multi-agency working across the resource base and host school.
4. **Guidance and Deployment of staff allocated to the base**
	* To provide overall professional guidance to the staff team employed in the resource base, setting a positive and challenging ethos, and encouraging all staff to aspire to the highest standards of service delivery;
	* To plan for the day today deployment of the staff team, including:
* timetabling and allocation of key working responsibilities;
* delegating tasks across the team;
* prioritising the support needs of pupils;
* making arrangements for appropriate cover in the event of staff absence;
	+ To set up efficient systems for communication within the resource base team including team meetings and briefings to ensure that staff are fully informed and effective.
	+ To liaise closely with the other resource base Teachers
		- to ensure consistency of processes, systems and support;
		- to facilitate the flexible and equitable deployment of staff across sites;
		- to promote successful and seamless transitions;
	+ To ensure, in consultation with SENSS managers, that LA HR processes are followed, for example:
* Managing sickness and absence;
* Recruitment and induction of new staff;
* Capability and disciplinary procedures.
1. **Maintaining Specialist Knowledge and Skills**
	* To maintain a strong specialist skills and knowledge base across the staff team through establishing systems for the performance management of all staff. The post holder will ensure that these are implemented in line with LA guidelines and timescales, and link meaningfully with host school development priorities;
	* To hold an overview of the specialist CPD needs of the resource base team ensuring that staff are appropriately trained and supported to deliver planned interventions and groups;
	* To facilitate team participation in appropriate In-Service Training activities as organised by the specialist service, host school and / or SENSS.

To undertake other such appropriate tasks as may be requested by SENSS managers, Director for Children’s Services or his/her representative.**Health and Safety Responsibilities**It is the responsibility of every employee to co-operate with their employer to ensure the effective discharge of health and safety responsibilities. As a Lead Resource Base Teacher, the post holder must, in consultation with the host school and SENSS managers:* Promote a positive and pro-active health and safety culture;
* Ensure health and safety is given a high priority and is an integral part of the way the base operates;
* Undertake necessary health and safety training;
* Ensure all base employees and volunteers are competent and have received the necessary training to carry out their work activities safely;
* Comply with and implement the requirements of the Council’s health and safety policies and procedures;
* Ensure that host school, site specific health and safety policies are, kept up-to-date and communicated to all staff in the base;
* Ensure risk assessments in accordance with Council procedures are undertaken to reduce risks to a level that is as low as is reasonably practicable. This must consider hazards to both employees, students and others who use our services;
* Work within host school local working arrangements, safe working practices, guidance etc. to support risk assessment. This includes the planning of work as well as the assurance that staff are adequately informed, instructed, trained and supervised;
* Monitor the activities for which you have responsibility;
* Work with the host school to support proactive monitoring inspections of the base and monitor contractors working on the base site;
* Ensure that health and safety issues are a standing item on team meeting agendas, and actions are monitored through these and through supervision;
* Ensure safety events (accidents, incidents and near misses) are reported and investigated in line with host school procedures;
* Ensure property defects are reported appropriately;
* Liaise with other building users where buildings are shared.

**SPECIAL CONDITIONS (if applicable)**This post is initially based at the Deaf and Hearing Support Resource Base in Oxford, although the role may include timetabled work as a peripatetic teacher of deaf children and young people, depending upon pupil numbers within the Resource Base at any given time. Changing needs of the service may also require the appointee to work in other Deaf and Hearing Support Resource Bases in Oxford if necessary. Staff appointed to a Specialist Team should be able to adapt to working in a range of establishments with a variety of age groups, as the appointment will be to the Specialist Team/SENSS and not to a particular school or establishment.**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 s/he, and the base staff team:* 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;
* Demonstrates respect for children’s rights in all aspects of the work of the resource base.

**EQUAL OPPORTUNITIES**The post holder undertakes those duties which support the achievement of the Council’s equal opportunities objectives. ***This 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).

You must provide a supporting statement as part of your application 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. Enthusiasm for teaching. | A, T, I |
| Recent and relevant training in mainstream initiatives and developments including the National Curriculum. An up-to-date knowledge of current, national education legislation and developments and the implications of these in the Resource Base context. | A |
| Wide, detailed and experience-based SEN knowledge encompassing learning styles, methods, approaches, strategies and interventions used for teaching children with special educational needs, ideally including deaf children and young people. Demonstrable commitment to inclusive approaches to meeting SEN. | A, T, I, P |
| Experience of effectively leading a team around a child in an educational setting.  | A, I |
| The ability to lead, motivate and challenge with a sound understanding of best management practice. An excellent listener and coach; supportive and challenging of team members.  | A, I |
| Proven ability to establish systems and processes required to facilitate the smooth running of a Specialist Resource Base. | A, I |
| Exceptional communication skills including written and verbal communication, and the ability to communicate complex information succinctly and efficiently to a range of audiences. | A, T, I |
| Good organisational skills, including the ability to prioritise a range of functions and work efficiently under pressure. Proficient ICT skills. | A, T, I |
| The ability to work effectively as part of a multidisciplinary team with a family centred approach and an ability to listen to others and communicate with sensitivity and understanding | A, I |
| Optimistic, buoyant, determined, resilient, reflective, creative and solution focussed; able to remain positive in the face of professional challenges | A, T, I |
| A willingness to learn British Sign Language and train to BSL Level 2 or above | A, I |
| A commitment to on-going career development. | A, I |
| Ability to travel for work purposes e.g. to attend meetings and reviews as required. | A |
| Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services.  | A, I |
| Desirable Criteria | Assessed By: |
| 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 ideally in a resource base setting or in an advisory peripatetic capacity | A, T |
| Successful teaching experience in more than one Key Stage including experience in a mainstream environment | A |
| Experience of effectively teaching deaf children. Evidence of the ability to differentiate work effectively and deliver specialist interventions to support deaf children. | A, I |
| Evidence of highly successful working practice e.g. OfSTED reports or internal audits and reviews. | A |
| Recent experience in a lead role within a small / medium team context | A |
| Experience of undertaking successful Performance Management with staff and other HR management functions. | A |
| BSL skills and experience – Level 2 or above | A |
| Additional training in an area relevant to the post of Lead Resource Base Teacher in a resource base for deaf children. | A |
| Recent responsibility for curriculum development in either curriculum or in specialist SEN context. | A |
| Evidence of recent training, CPD and involvement in school-based development initiatives. | 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) |
| [x]  | 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 |
| [x]  | Prohibition from Teaching | [x]  | 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.

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| Health & 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).  |
| [ ]  | 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 WCC vehicle for work purposes) |
| [ ]  | Working at height/ using ladders on a regular/ repetitive basis | [ ]  | Restricted postural change – prolonged sitting |
| [x]  | 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) | [x]  | 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.