

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Sensory Service	SERVICE GROUP: Dept of Children's Services, Access and Inclusion
POST TITLE: Teacher of the Deaf for Children with Additional and Complex Needs	REPORTS TO: Team Leader Support Team for Deaf Children
GRADE: MPS/UPS + 2SEN	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.

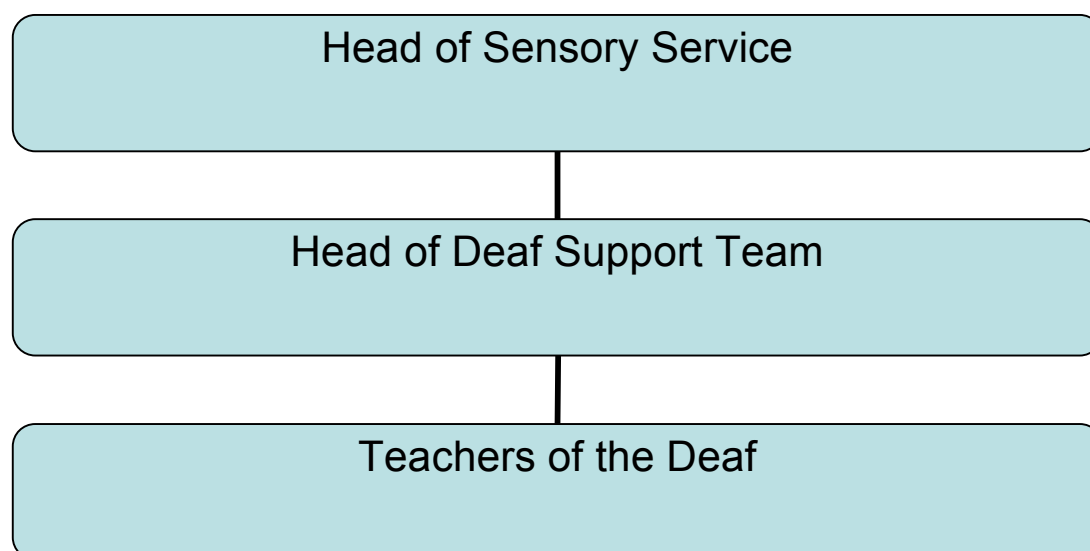
The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

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

Key Purpose of Post:
<ul style="list-style-type: none"> To support teachers, pupils and parents/carers in developing and managing approaches and provision for deaf/hearing impaired children with additional and complex needs in a range of settings To optimise outcomes for these children by providing guidance to schools at a strategic level and through assessment, teaching, training and support for staff. To work in partnership with other agencies involved in services to deaf children
Main Responsibilities of Post:
<ol style="list-style-type: none"> To work on a peripatetic basis both independently and as part of a team of specialist teachers and other specialist staff. To work closely with Early Years colleagues to support families to understand the specific needs of their children and how best to meet these needs.

3. To work with mainstream and special school colleagues and those in other teams to develop support strategies and resources for deaf/hearing impaired pupils with additional and complex needs
4. Model teaching strategies for school staff to facilitate maximum access to the curriculum for deaf/hearing impaired pupils with additional and complex needs.
5. To plan and deliver training in relation to provision for deaf/hearing impaired children
6. To assist school staff in the development of in-school assessment and monitoring procedures and to identify and carry out appropriate, specialist assessments in line with Service practice.
7. To work jointly with schools and colleagues in other agencies including health and social care
8. To plan for the deployment of any support staff who are contributing to a child's learning
9. To produce fluent, concise and accurate records/reports using ICT and to maintain the team's electronic recording system
10. To write reports on children in line with team guidelines and to participate in meetings in connection with Education Health and Care Plans, Annual Reviews and Transition Reviews as necessary.
11. To be involved in the development of the Support Team for Deaf Children within the Sensory Service
12. To demonstrate a commitment to personal and professional development ensuring that new initiatives are shared and embedded across the service.
13. To be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection; reporting all concerns to an appropriate person.
14. To play an active role in team and service meetings

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
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(inc. legislation)	
Uses a range of specialist ICT systems across own work area	X
Demonstrate an ability to communicate sensitively and effectively with families enabling them to make informed choices for their child	
Uses, interprets, analyses and communicates complex information.	X
Able to demonstrate a knowledge of hearing loss 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 in order to facilitate a child's access to speech in educational settings.	
Able to identify the need for and to use a range of specialist assessments including <ul style="list-style-type: none"> • 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 	X
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
Maintain an up-to-date knowledge of developments in deaf education in order 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
<ul style="list-style-type: none"> • Experience of working with children with additional and complex needs • Undertaken In-Service training courses in areas relating to inclusion/Special Educational Needs
Relevant professional qualifications requirement: Essential for shortlisting
<ul style="list-style-type: none"> • Qualified Teacher status. • Qualified Teacher of the Deaf or substantial relevant experience with a commitment to training as a teacher of the deaf.
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:

You will outline here if there is a requirement for the post to have recruitment checks such as DBS, Warner Process.

Compiled by: SM	Grade Assessment Date:	Post Grade: MPS/UPS + 2SEN
Date: November 2015		