



**Job Profile and Working for Stockport Council**

Our Council

Our employees are our **greatest asset**. We’re proud of the way we provide vital frontline services every day and work together, as **one team.**

Our 4 **core values** as shown above, run through everything that we do, and we aim to stay **true** to them regardless of the challenges that we may face.

To **support** our values, we have policies, guidance and procedures around health, safety and welfare, customer care, emergency planning and security that all our **colleagues** are adhering and working to.

We also **pride** ourselves on our commitment to wellbeing and inclusivity of our colleagues and residents.

You can find out more about working for Stockport Council and some of the benefits that we offer our employees at <https://greater.jobs/locations/stockport/>

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| **Role:** |  | Specialist Teacher of deaf children and young people |
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| **Service Area:** |  | Sensory Support Service |
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| **Directorate:** |  | Services to People - Childrens |
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| **Salary Grade:** |  | MPS/UPS plus SEN allowance depending on qualifications: min SEN award if not a qualified Teacher of the deaf, max SEN award if qualified. |

**About the Job**

**Main Purpose of the Job**

To carry out the duties of Teacher of deaf children and young people (ToD) to ensure access to high quality inclusive education for deaf children and young people in a range of settings throughout Stockport Local Authority.

**Key Responsibilities**

The post holder is required to carry out the full range of professional duties of a school teacher as set out in The Schools Teachers' Pay and Conditions document, and specifically as a Teacher of deaf children and young people with the range of responsibilities below:

* To provide advisory and direct teaching specialist provision for deaf children and young people in their educational settings.
* To enable parents and carers of children who are deaf to promote the development and education of their child.
* To contribute to the delivery of professional development programmes for schools and other educational settings that raise deaf awareness and support effective inclusion of deaf pupils.
* To support children and young people who are deaf in communicating fully with staff and peers to ensure that language and communication needs are met using the preferred mode of communication which may be sign language, spoken language or a combination of both.
* To assist in the devising, delivery and monitoring of Education Heath Care plans and SEND support plans for deaf children and young people.
* To carry out duties relating to the identification and assessment of deaf children and young people.
* To write plans and reports, contributing evidence to support the development and progress of deaf children and young people.
* To carry out duties in contributing to and attending relevant formal and informal progress review and multi-agency meetings.
* To contribute to the service development plan for Sensory Support Service and the monitoring and evaluation of service delivery as a whole.
* To regularly update both general and specialist professional knowledge and skills through appropriate continuing professional development.
* To take part in the local authority performance management procedures.
* To correctly direct and support the use, management and maintenance of hearing technology used by deaf children and young people and to provide training in the effective use of the technology to other professionals, parents and carers.
* To work in partnership supervising and directing the work of Specialist Teaching Assistants.
* To work in a multi-agency way to ensure a co-ordinated and seamless service delivery for children and young people who are deaf.
* To work positively and inclusively with colleagues and customers so that the Council provides a workplace to deliver a service that does not discriminate against people on the grounds of their age, disability, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief, sex, or sexual orientation.
* To fulfil personal requirements, where appropriate, with regards to Council policies and procedures, standards of attendance, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.

**Additional Information**

The responsibilities set out in this document, in the advert and any additional information are intended to provide a flavour of the work you will carry out. It is not possible to include everything you will be asked to undertake, and we expect all colleagues to work flexibly according to business needs and to enhance your own development. Your skills, abilities and training needs will be taken into account and discussed with you when any significant changes to your role are needed. In line with our flexible approach you may be required to work from home for a proportion of your time or from any of the Council's sites across the borough.

The Council is an inclusive employer and holds the Disability Confident and Armed Forces Covenant accreditations. If you have a disability, we will support you by implementing reasonable adjustments to enable you to perform your role.

**About You**

**Please use your application to tell us how well you meet the criteria listed below as these are the key skills, experience, technical expertise and qualifications needed to be successful in the role. We will then use all the information you provide in your application to help us decide whether you are shortlisted for interview.** Any interview questions or additional assessments such as tests or presentations may also be broadly based on these criteria:

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|  | **Essential /Desirable** |
| DfE Qualified Teacher Status | Essential |
| Qualified Teacher of Deaf Children and Young People status | Desirable |
| Ability to work effectively across the age range including mainstream and or special school environments. | Essential |
| Experience of teaching children and young people who are deaf in pre-school, mainstream or special schools | Desirable |
| Knowledge of the developmental and educational implications of deafness. | Essential |
| Evidence of ability to assess the needs of deaf children and young people | Essential |
| Evidence of ability to effectively teach, plan and implement programmes of intervention particularly for language and literacy. | Essential |
| Evidence of ability to effectively track, monitor and evaluate the progress of children and young people. | Essential |
| Experience of supporting deaf children and young people in a sign bilingual environment , early years settings or special schools (complex needs) | Desirable |
| British Sign Language level 2 or equivalent | Desirable |
| Willingness to learn BSL to at least level 2 | Essential |
| Additional specialist qualifications in the field of deafness. | Desirable |
| Knowledge and understanding of recent developments and legislation in relation to SEND, inclusion and deafness. | Essential |
| Good IT skills including ability to use IT effectively for administrative skills and curriculum delivery. | Essential |
| Demonstrate a high level of confidence in teaching and family work roles | Essential |
| Be able to work independently, seeking direction only where necessary | Essential |
| Show initiative and autonomy in relevant and appropriate decision making processes | Essential |
| Resolve conflicts effectively and diplomatically, displaying good inter-personal skills | Essential |
| Adapt quickly to changing circumstances, challenges and barriers, maintaining composure and positivity | Essential |
| Empower parents and carers through clear unbiased advice and guidance, conveying self assurance and capability |  |
| Flexible, with the ability to work collaboratively in a team. | Essential |
| Skills in offering training to other professionals | Essential |
| Current driving licence with ability to travel between schools in the borough with use of car for work. | Essential |
| Evidence of ongoing professional development and willingness to undertake further training / professional development as required | Essential |
| Involvement with children and families in a social extra-curricular setting | Essential |

To work to the Council’s values and behaviours by:

* Keeping the people of **Stockport** at the heart of what we do
* Succeeding as a **team**, collaborating with colleagues and partners
* Driving things forward with **ambition**, creativity and confidence.

Showing value and **respect** to our colleagues, partners and customers.