



Our vision for Children and Young People at Royal School for the Deaf Derby

- To have confidence in developing their own deaf identity and their sense of belonging.
- Feel safe, happy and cared for in an environment where all children are listened to, can express their views and are understood whatever their preferred communication.
- Be challenged to achieve their best through excellent teaching, a comprehensive curriculum and a wide variety of experiences from Early Years to 16 Plus.
- Work in an environment that encourages lifelong learning, and equips our children and young people with the tools and skills to achieve.
- Be tolerant and inclusive, so all children and young people are able to build effective relationships based on empathy, friendship and respect.
- Enjoy excellent access to communication support.

Title of Role

Teacher in Primary Department

Line Management

Responsible to: Assistant Headteacher EYFS & Primary

Responsible for: Education Assistants, volunteers or students on placement allocated to your classes.

Overall Purpose of Role

To take the lead role in delivering teaching and learning to an assigned group of children in Primary Department. To ensure the best possible learning outcomes for pupils of all abilities in these groups.

Functional Relationships

- Other Teachers and Education Assistants in Primary Department
- Specialist Speech and Language Therapist and Audiologist
- Co-ordinator of Complex Special Educational Needs and Disabilities

Job Outline

- To plan and deliver the curriculum (as discussed and agreed with the Assistant Headteacher EYFS & Primary and Senior Leadership Team) to an assigned group of children and report on the development, progress, attainment and achievement of these pupils
- To establish a purposeful learning environment where: children are engaged and encouraged to learn independently, diversity and equality are valued and opportunities for all children are maximised
- To work closely with the Specialist Speech and Language Therapist and Audiologist to ensure teaching practice is aligned to the communication needs of individual children

- To support the audiological needs of children including checking audiological equipment such as hearing aids and implants
- To take responsibility for the development and delivery of teaching and learning of a nominated curriculum area as discussed and agreed with the Assistant Headteacher EYFS & Primary
- To work in collaboration with staff in Secondary Department to ensure the continuity of teaching and learning across departments
- To set appropriately challenging teaching and learning targets for the whole class, groups and individuals including differentiated homework activities and clubs
- To evaluate the achievement of learning objectives and use this information to inform teaching and learning
- To deliver inspiring assemblies on a rota basis
- To update knowledge and delivery of the subject areas, including participating in whole school and external continuing professional development activities
- To be involved in writing and up-dating curriculum policies and procedures as needed from time to time
- To prepare and present informative reports for parents and carers; prepare and submit accurate information for Annual Reviews by the date requested and attend Annual Reviews of children as required
- Mark and monitor pupils' work, give constructive feedback, share targets as required
- Systematically assess and record pupil progress, maintain records of successful learning, pupil strengths and weaknesses. Use these records to inform planning and discern the level at which the pupil is achieving
- To supervise pupils at playtimes and at the end of the day on a rota basis
- To work in collaboration with a range of external professionals such as Social Workers, and health practitioners to promote a holistic child centred approach to development
- To liaise effectively with parents, carers and school residence staff

Respecting the rights, dignity and worth of all young deaf learners, all staff must treat all deaf learners equally regardless of sex, ethnic origin, religion, political persuasion or ability. **ALL STAFF ARE EXPECTED TO COMPLY WITH THE SCHOOLS HEALTH AND SAFETY, EQUAL OPPORTUNITIES AND SAFEGUARDING CHILDREN POLICIES AND PROCEDURES WHEN GOING ABOUT THEIR DAY TO DAY ACTIVITIES**

All staff should be committed to the communication approach of the School which values equally BSL and English. They should be prepared to improve their own bilingual skills (whether this is improving their BSL or English skills) as well as helping others to do so. They must be committed to good working by hearing /deaf teams.

Qualifications	Essential	Desirable
Qualified Teacher of Primary aged children	•	
Qualified Teacher of the Deaf or willing to start training within 3 years of appointment	•	
British Sign Language Levels 1 and 2 (or willing to start training upon appointment)	•	
Knowledge and Experience		
Up to date knowledge of relevant Key Stages and National Curriculum requirements	•	
Recent experience of planning, preparing, delivering and assessing Primary curricula	•	
Knowledge of a range of Primary curricula to suit pupils with different abilities	•	
Knowledge and understanding of a range of teaching and learning styles	•	
Knowledge and Experience of teaching and learning for Primary aged children with complex special educational needs		•
Skills		
Able to differentiate curricula and resources to ensure pupils of all abilities enjoy and achieve their potential	•	
Able to establish and maintain positive and appropriate relationships with children	•	
Able to analyse data including tracking of pupil progress and trends, evidencing departmental performance, improvement and target setting	•	
The ability to de-escalate potentially challenging situations	•	
Energetic and able to create a happy, challenging and effective learning environment	•	
Personal Attributes		
Emotionally resilient and demonstrates ability to work in a variety of settings	•	
Commitment to the protection and safeguarding and wellbeing of children and young people	•	
Ability to establish productive partnerships with pupils, parents, carers and the wider community of the school	•	
Ability to demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession	•	
Fitness to Teach		
Physically and mentally able to undertake the prescribed teaching activities set out in The Education (Health Standards) (England) Regulations 2003	•	