CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT: Childrens Services** | **SERVICE GROUP: Sensory Service** | |
| **POST TITLE: Teacher of the Deaf – TLR Holder( Attainment and Progress)** | **REPORTS TO: ARC Lead Teacher / Assistant Head of Sensory Service** | |
| **GRADE: MPS / UPS + 2 SEN + TLR 2b** | | **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. **Please see the separate guidance information on how to complete the form located on Bradnet.**

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| **Key Purpose of Post:** | |
| To contribute to the effective and efficient running of the Service at Hanson Academy Additionally Resourced Centre (ARC)   * To support the Lead teacher ( TLR1) in ensuring that a cohesive, flexible and responsive service is able to deliver efficient and effective outcomes to meet the individual needs of all Deaf and Hearing Impaired pupils for whom the service has responsibility in the secondary ARC * To provide a good role model to all the teachers and support staff in the secondary ARC, and to demonstrate outstanding teaching, ensuring positive outcomes for Deaf pupils. * Work with the ARC Lead teacher in all matters arising from policy, families, staffing, finance and administration, and multi-agency working. | |
| **Main Responsibilities of Post:** | |
| **Manage and develop the secondary curriculum and to manage pupil development across the curriculum**   * To support the team leader in the development and management of Key stages 3 and 4, ensuring effective transition from key stage 2 and into key stage 4 and 5. * To identify areas for development and improvement linked to the Service improvement plan and national and local initiatives. * To develop and monitor individual schemes of work for deaf children across Key stage 3 and 4 and ensure successful implementation in conjunction with the ARC Team Leader * To have an overview of, and contribute to, the planning and delivery of continuous professional development and training related to staff. * To monitor and evaluate pupil progress across Key stages 3 and 4.   **Impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils**   * To identify clear, appropriate targets for attainment and/or achievement. * To monitor and evaluate pupil progress and achievement against local and national targets * To lead evaluation strategies to contribute to overall self-evaluation of the school’s provision and delivery * To contribute to the Service procedures for lesson observation * To implement Service quality standards and to ensure adherence from Key Stage 2, into Key Stage 3 and on into key stage 4   **Leading, developing and enhancing the teaching practice of other staff**   * To ensure the establishment of common standards of practice across the team and develop the effectiveness of teaching and learning styles. * To plan and implement strategies to improve teaching where needs are identified. * To provide induction, support and monitoring for new staff. * To act as a role model of good practice for other teachers and support staff, modelling effective strategies with them. * To act as a performance management team leader for identified teachers and appraisal of support staff. | |
| **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 a specialist area or number of specialist areas. | X |
| Uses knowledge, safety and environmental policies, procedures and regulations, including risk in own area and/or other areas of work. | X |
| Uses a range of specialist ICT systems across own work area and or across other areas of work. | X |
| Oversees or contributes to the management of a budget , keeping costs within agreed levels for own section/team | X |
| Uses, interprets, analyses, communicates complex numerical information. | X |
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| Knowledge of the implications of deafness on language acquisition and learning and can lead and guide colleagues in ensuring appropriate curriculum is delivered to enable Deaf and Hearing Impaired children and young people to achieve their potential | X |
| Is up to date with the latest research and developments in Deaf education and can apply to own working practices | X |
| Knows how to manage a range of professionals within an educational setting | X |
| Understands the SEN code of practice and the process for assessment and review of Statements of SEN and Education Health and Care Plans | X |

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| **Relevant experience requirement: Essential for shortlisting** | | |
| Experience in the leadership of a department within a school or educational setting | | |
| **Relevant professional qualifications requirement: Essential for shortlisting** | | |
| * Qualification as a Teacher of the Deaf   Signature British Sign Language level 1 with a commitment to achieve BSL Level 2 | | |
| **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 managerswork 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:** | | |
| You will outline here if the post holder must be able to work evenings, weekends and  Bank Holidays as required by the needs of the 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. | | |
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| **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: AL**  **Date: November 15** | **Grade Assessment Date:** | **Post Grade: MPS / UPS + 2 SEN + TLR 2b** |