



**Candidate Information Pack**

**Somerset**  
Council

# Qualified Teacher of the Deaf (QtoD) Inclusive Curriculum and Teaching

## Job Reference: SCC05574/AB

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If you are interested in finding out more before applying, please get in touch with Lead Teacher, Jo Hill on 07977 401868 or email at: [jo.hill@somerset.gov.uk](mailto:jo.hill@somerset.gov.uk)

If you have any questions about the benefits we offer, or our recruitment process, please contact our Recruitment Team on [recruitment@somerset.gov.uk](mailto:recruitment@somerset.gov.uk).

We will notify you by email if you have been selected for interview or have been unsuccessful on this occasion. Please check that the automated email has not gone in your junk mail folder before contacting us.

When completing your application/CV please provide your full employment history and ensure that any gaps in employment are explained. Please start with your current or most recent employment.

## What You Will Be Good At

### Work Experience Knowledge & Skills

#### Essential

Successful and recent experience in teaching a wide range of pupils with a hearing loss in mainstream schools / settings (including those with additional needs).

Successful recent experience of working with a range of professionals and supporting families.

Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.

Current knowledge and experience of hearing aids and assistive listening devices used to support pupils with a hearing loss in educational settings.

Demonstrates excellent written and verbal communication skills with a range of people (e.g. children and young people, parents and carers, other professionals) and in a range of contexts, including training.

Ability to use ICT to advance pupils' learning and to use common ICT tools to fulfil administrative needs and to promote pupils' ICT skills.

Highly motivated and able to work independently as well as functioning as part of a team.

Demonstrates good organisational skills and ability to prioritise work within time constraints.

Working knowledge of SEND Code of Practice, Equality Act, and other current educational issues and legislation.

#### Desirable

Experience of working across more than one age group from Early Years to Post 16+ Or specific role within one Key stage

Ability to contribute to team development and broader organisational goals.

<p>Current knowledge and experience of school curriculum and recent experience in teaching pupils with special educational needs demonstrating;</p> <ul style="list-style-type: none"> <li>• Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach.</li> <li>• Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress.</li> <li>• Ability to teach using a wide variety of strategies to maximise achievement for all children and young people.</li> </ul> <p>Ability to speak fluent English as stated in Part 7 of the Immigration Act (2016).</p>	
Qualifications	
<p><b>Essential</b></p> <p>Qualified Teacher Status and the mandatory Teaching Qualification in Hearing Impairment.</p>	<p><b>Desirable</b></p> <p>CACDP BSL Qualification or commitment to undertake BSL training to a Level 1</p> <p>Other SEN qualifications or relevant recent training CPD</p>
Personal Attributes	
<p><b>Essential</b></p> <p>Understands and focus on the needs of children and young people.</p> <p>Takes responsibility for your work, your environment and your development.</p> <p>Applies expertise, solve problems and make improvements to deliver good customer outcomes.</p> <p>Ability to travel on a daily basis to settings and homes as required.</p>	<p><b>Desirable</b></p> <p>Able and willing to learn from colleagues</p>

All disabled applicants meeting the essential criteria will be interviewed.



## What You Will Deliver

### Key tasks and responsibilities

The post holder will be required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). Also, to have due regard to the current Teachers' Standards, against which the performance of the post holder will be assessed as part of the appraisal process. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the Burgundy book) and to locally agreed conditions of employment to the extent they are incorporated in the post holder's individual contract of employment.

The post holder will be required to carry out the specialist duties indicated on the following list, in relation to the teaching and assessment of children and young people aged 0-25 years, whose special educational needs arise from hearing impairment:

- The educational assessment and teaching of school pupils and students;
- To teach and promote use of appropriate communication methods as required on an individual basis, such as British Sign Language.
- To provide advice about modifying curriculum materials for individual children and young people in relation to their sensory needs.
- To have a good working knowledge of audiological technology to advise, assess and manage its appropriate use.
- To support settings to complete environmental audits for use as part of Disability Equality Schemes / Accessibility Plans
- Work with children and young people, their families and educational settings to provide teaching, advice, guidance, training and joint planning to enable children and young people with hearing impairment to develop effective and appropriate linguistic, independence and communication skills through a broad and balanced curriculum
- Promote and support children and young people with hearing impairment to have high aspirations to develop appropriate independent living and social skills in preparation for adult life and future employment, education and training
- Sustaining close links with families (i.e. direct parental contact) and the voluntary organisations which support them, which may include home visits in liaison with the relevant line manager
- Undertake the assessment and management of all specialist equipment including hearing aids, radio systems and other devices to support hearing needs. Providing training and advice on individualised use to parents, schools and settings.



- To remain closely involved in the multi-disciplinary detection and assessment of hearing loss;
- Offering pupils opportunities to meet other children and young people with hearing loss from other settings, schools and colleges through enhancement activities
- To act as a Lead Professional in cases where this is deemed necessary in line with current Early Support and Common Assessment Framework (CAF) guidelines and future developments of this process when MQ is completed.
- To travel between schools and other sites as required by the duties listed above.

The post holder will offer an advisory service to teachers, lecturers, other staff and other agencies regarding the effects of hearing impairment, its educational management, and access arrangements in relation to the SEN and Disability Legislation and Regulations. They will have the common skillset of the SEN support services advisors, as follows:

- To give consistent solution focussed advice and support on excellent educational practice about curriculum access for pupils with SEN
- To empower and challenge schools in the development and implementation of whole school policies and practice relating to SEN
- To liaise with parents and carers, in conjunction with schools and settings, in relation to the complex needs of their child and the child's educational provision and progress
- To work with other colleagues to ensure a multi-agency approach e.g. health and Social care professionals
- To ensure that the views and preferences of children and young people are responded to as an integral aspect of any assessment or intervention plan
- To write clear reports and maintain up to date pupil and school records
- To lead, or contribute to, a range of training opportunities on a county wide, cluster and individual school basis, ensuring that the training impacts upon schools' practice
- To develop and maintain specific areas of professional expertise, advising other colleagues on this and developing guidance for schools
- To contribute to the professional development of SENCOs individually and in groups
- To contribute to statutory SEN processes as appropriate e.g. reports for education, health and care assessments, involvement in annual reviews
- To deliver, and contribute to the further development of, the core expertise of SEN advisers
- To seek support from other members of the SEN Service when a pupil's needs fall outside his/her current personal professional knowledge base
- To make financially sound recommendations about possible ways of working including training and cost-effective ways to meet particular children and young people's needs

- To consistently apply eligibility criteria and referral processes to the service
- To collaborate with local and national interest groups and voluntary sector bodies in relation to key aspects of SEN.

The post holder will undertake any duty required by the Professional Lead Hearing Support which is not mentioned above, and which is reasonable and consistent with the professional responsibilities of a Teacher of the Deaf.

The post holder is ultimately responsible to the Professional Lead of the Hearing Support Team with respect to all professional responsibilities arising from your appointment as a teacher of hearing-impaired pre-school children, school and further education students, including the disposition of your time between and within institutions, and any requirement to cover for absent colleagues. In matters relating to the 'in loco parentis' responsibilities of teachers for the safety and well-being of children, you are ultimately responsible to the head teacher/principal of the institution in which you are teaching.

The post holder will have an immediate responsibility for all professional duties to a designated line manager although some liaison with other senior staff of the Service will be necessary.

**Further information specific to this job**

The successful candidate has a responsibility for promoting and safeguarding the welfare of the children and young people they are responsible for or come into contact with.

Somerset Council is subject to Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English will be an essential requirement for customer-facing roles.

This job requires a criminal background check (DBS) via the disclosure procedure.



	What We Will Offer You in Return
<b>Salary and grade:</b>	MPS/UPS + TLR2A + SPN1
<b>Contract type:</b>	Permanent
<b>Location:</b>	Shepton Base - Mendip
<b>Hours of work:</b>	0.6 FTE per week, term time only (39 weeks). These hours will be in agreement with the line manager.
<b>Annual leave:</b>	The annual leave for this post is (based on full time hours) in accordance with Nationally agreed Teachers Pay & Conditions.
<b>Probationary period:</b>	The appointment will be subject to a probationary period of 6 months. Internal applicants who have already completed their probationary period would not normally be expected to complete this again.
<b>Notice period:</b>	Following completion of the probationary period, all teachers shall be under a minimum of two months' notice, and in the Summer term three months', terminating at the end of a school term as defined in the "Conditions of Service for school teachers in England and Wales."



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