TEACHER OF THE DEAF – 2 POSTS
(Full-time/Permanent)

Sensory Service
Children and Young People’s Services’ Directorate

Candidate Information Pack
BACKGROUND AND CONTEXT

The Education Authority (EA) wants every child to have an outstanding education. The EA was established under the Education Act (Northern Ireland) 2014 and became operational on 1 April 2015. It is a non-departmental public body sponsored by the Department of Education and the Department for the Economy.

The EA is responsible for ensuring that high quality primary and secondary education services are available to meet the needs of children and young people, and for support for the provision of efficient and effective youth services. These services were previously delivered by five Education and Library Boards (ELBs). The organisation employs over 39,000 people across Northern Ireland in a wide variety of roles including teachers in controlled schools, school-based support staff and staff in administrative headquarters.

The work we do impacts the lives of tens of thousands of children, young people and their families every day. The services we provide are essential in supporting, encouraging and facilitating learning within our communities to develop generations of young people who are equipped to succeed in life and work in the modern world. As a public sector organisation, we must continue to deliver these vital services in a challenging environment of increasing financial pressure and under intense public scrutiny.

Future Challenges and Opportunities

Looking forward, the Education Authority is focused on equality of access to excellent education services so that every child can develop to his or her full potential.

Work is underway to develop a Strategic Plan for the period 2017-2027. This will provide a framework for the Authority’s activities and will guide the organisation through its transformation journey.

The Authority in all its activities will endeavor to support the Programme for Government to improve educational outcomes; reduce educational inequality; improve the quality of education and the skills profile of the population.

These are exciting and challenging times for the Authority as we continue the process of transformation as we seek to maximise the impact of education on the life chances of young people and consequently benefits to the economy.

The Children and Young People’s Services Directorate

This is a complex multi-disciplinary Directorate which provides strategic and operational leadership in relation to supporting children and young people and schools. These frontline services fulfil key statutory functions on behalf of the Authority. In other instances they enable the Authority to discharge its functions in line with DE policy, guidance as well as wider statutory duties that relate to the rights and well-being of children and young people. The budget that is related to the delivery of these services currently constitutes around fifty percent of the EA centre budget. In this regard, the impact of service delivery on the EA budget is significant.

The Children and Young People’s Services Directorate provides at least five distinct areas of strategic leadership and development on behalf of the organisation. These include:

• Early years;
• Child protection and safeguarding;
• Youth services;
• Special education administration and special provision; and
• Pupil support services.

These are high risk, high profile, frontline services with significant operational challenges which are under frequent public scrutiny. The EA will be commencing a major re-organisation and modernisation. A significant change programme is required to develop and implement a regional strategy and service delivery models.

As part of the transformation process the Authority is engaged in service reviews to improve services in the best interests of children.

There are services subsumed within the Assistant Directorate structures that will require service reviews as part of a transformational change programme. This will require development over time and will need to be balanced with ensuring the continued operation of the services during a period of major change. It is also important that schools, parents and other stakeholders have confidence in the change process.

**Sensory Service**

The Sensory Service provides a regional service within the Education Authority (EA) to support children and young people who have a medically diagnosed hearing or visual impairment. The Service also aims to support parents and to build the capacity of teachers and other staff within schools and settings to support children and young people with sensory impairment.

The Sensory Service will work within a regional framework for delivery and will aim to facilitate:

• Early advice, support and intervention for children and young people, their parents and schools;
• Assessment, planning and management, development and evaluation of all support aspects of the Sensory Support Service;
• Consistency in provision for children and young people with a hearing or visual impairment;
• Improved capacity to deliver relevant and purposeful interventions;
• Effective engagement with other stakeholders, as required.
JOB TITLE: Teacher of the Deaf – 2 Posts

LOCATION: Sensory Service, Children and Young People’s Services’ Directorate. Two immediate permanent vacancies are currently available one in the Belfast office and one in the Dundonald office, however a reserve list will also be drawn up for any future similar positions located in Sensory Service in any EA office which may become available within the next year. The successful applicants will be required to work across all office areas.

RESPONSIBLE TO: Head of Sensory Service

SALARY: Teachers’ Main Pay Scale
A maximum of the second special needs allowance is payable for this post.

EXPERIENCE/QUALIFICATIONS

Essential:
Applicants must at the closing date:
(i) hold a teaching qualification as approved by the Department of Education (NI);
(ii) have a minimum of three years’ teaching experience within the last eight years;
(iii) either hold a mandatory qualification for teacher of the deaf or on taking up duty undertake and qualify within three years from appointment an approved course for teaching pupils with a hearing impairment; and
(iv) show evidence of having used ICT in professional work to support teaching and learning.

Desirable:
It is desirable that applicants at the closing date:
(i) hold an additional relevant qualification in the area of special educational needs; and/or
(ii) have experience of working within a multi-agency model of service delivery; and/or
(iii) have experience of providing advisory support/training to school staff, parents and/or other professionals

Other essential requirements
The successful candidate will be required:
a) to have access to a suitable vehicle (appropriately maintained and insured for EA business) that will enable them to carry out the mobility requirements of the post in an efficient and effective manner and thus meet this essential criterion; OR
b) be able to provide sufficient information on the application form that will satisfy the employer that he/she has access to an appropriate alternative form of transport that will enable them to carry out the mobility requirements of the post in an efficient and effective manner and thus meet this essential criterion.

The panel reserves the right to enhance these criteria.

On taking up this post the successful applicant must be a registered teacher with the General Teaching Council for Northern Ireland.
Posts involving work in educational institutions are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007. The successful applicant will require an enhanced disclosure check which at present costs £33. Further details regarding the payment of this check will be issued with the contract of employment.

The closing date for receipt of applications is
2PM ON THURSDAY 29 NOVEMBER 2018.

CANVASSING WILL DISQUALIFY

NB Notes of guidance are attached.
JOB PURPOSE

The Teacher of the Deaf will work as part of the Sensory Service regional team delivering support to children and young people with hearing impairment, their families and education providers. The Teacher of the Deaf will manage a caseload of school age and pre-school children from the point of diagnosis. This will involve working directly with children and young people and families in homes, pre-school settings and schools and providing advice and support to teachers in schools. The Teacher of the Deaf will also work with other professionals in Education and Health in order to deliver an effective service and obtain the best possible outcomes for children and young people with hearing impairment.

MAIN DUTIES AND RESPONSIBILITIES

1. TEACHING, ASSESSMENT AND MONITORING:

- Carry out detailed assessments, monitoring, specialist teaching and programme planning for hearing impaired children and young people in schools;

- Support families of pre-school children with hearing impairment and deliver effective programmes of support within the home, nursery schools and other early years settings;

- Ensure that opportunities of early identification and inclusion are realised through effective team working and application of appropriate intervention strategies working with other professionals, the family and child or young person;

- Carry out functional audiological assessments of pupils with hearing impairment;

- Interpret and communicate the educational implications of different types and levels of hearing impairment;

- Assess the language development of hearing impaired children and young people and devise appropriate programmes to develop language.

- Assess hearing impaired children and young people and provide advice, guidance and support to enable them to make the best possible educational progress;

- Promote the use of appropriate classroom strategies, resources and teaching materials to minimise the effect of hearing impairment on the educational achievement of the child.

- Effectively manage a range of specialist equipment to promote inclusion and independence and support other professionals, parents and young people in their use;

- Maintain reports of involvement, assessment and progress for each child receiving support;

- Provide reports for Statutory Operations.
2. WORKING IN PARTNERSHIP WITH FAMILIES

- Promote parental involvement;
- Provide support to parents to encourage their involvement and to offer advice and support on the implications of hearing impairment for language development and learning;
- Promote and develop effective partnerships with parents to support children’s language development and learning;
- Promote the Service principle of Family Centred Intervention;

3. WORKING IN PARTNERSHIP WITH SCHOOLS

- Contribute to a programme of professional development through INSET to schools, parents, EA officers and associated agencies with reference to hearing impairment, including reference to language development, optimal use of hearing aids, cochlear implants and assistive listening technology in relation to learning and access to the curriculum.
- Assist schools in the preparation and maintenance of an accessible learning environment for pupils with hearing impairment;
- Work with schools to develop teaching strategies, approaches and specialist resources to support the learning of pupils with hearing impairment;
- Assess, report and recommend access arrangements for examinations and assessments;

4. SENSORY SERVICE DEVELOPMENT

- Contribute to the achievement of service targets, monitoring and evaluation of effectiveness in accordance with service development plan and protocols.
- Participate in service evaluation reviews and contribute to the reporting of service development outcomes;
- Contribute to the development of service materials and resources for children and young people with hearing impairment;
- Work to advance service plans and policies to maximise outcomes for children and young people who have a hearing impairment;

5. COLLABORATION AND INTER-AGENCY WORK

- Work in partnership with other agencies relevant to service role and responsibilities, particularly health and social services;
- Liaise and work co-operatively with colleagues in other sections of the EA to ensure consistent and coherent approaches.
6. INFORMATION TECHNOLOGY

- Use ICT for administrative and teaching purposes.

7. CONTINUING PROFESSIONAL DEVELOPMENT

- Pursue professional development to maintain up-to-date skills, expertise and professional knowledge of current research on good practice in the education of children and young people with hearing impairment;

8. OTHER DUTIES

- Comply with EA policies and procedures in relation to the duties and responsibilities of the post.
- Maintain at all times confidentiality of information received.
- Any such other duties that the EA may from time to time require.

The list of duties is not intended to be exhaustive or exclusive. The post-holder may be required to undertake various other duties as deemed necessary and commensurate with the level of responsibility of the post. The Authority reserves the right to update the Job Description to reflect the changing needs of the Service in consultation with the post-holder.
### EDUCATION AUTHORITY – BELFAST

#### PERSON SPECIFICATION

**POST:** Teacher of the Deaf  
**SCHOOL:** Sensory Service - Children and Young People’s Services’ Directorate

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<th>Essential</th>
<th>Desirable</th>
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<tr>
<td><strong>Qualifications</strong></td>
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<td><strong>Experience</strong></td>
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<td>have a minimum of three years’ teaching experience within the last eight years</td>
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<td>show evidence of having used ICT in professional work to support teaching and learning</td>
<td>have experience of providing advisory support/training to school staff, parents and/or other professionals</td>
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<td><strong>Knowledge</strong></td>
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<td>current educational developments within the area of special education and also within the wider educational context</td>
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<td>key areas of legislative change in relation to CYPS</td>
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<td>the SEN framework including the code of practice on the identification and assessment of children with special educational needs</td>
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<td>appropriate teaching strategies and approaches to meet the learning needs of children with hearing impairment</td>
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<td>a range of management information systems</td>
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<td><strong>Skills</strong></td>
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<td>working effectively as a member of a team with a pro-active and flexible approach</td>
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<td>having good presentation, oral and written communication skills</td>
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- writing concise and effective reports
- developing and managing data systems associated with the work of the sensory service
- working logically and with precision
- prioritising, organising, working under pressure and to deadlines
- engaging with other professionals
- directing and co-ordinating the work of others
- demonstrating ability to be a reflective practitioner

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<tr>
<td>a high degree of interpersonal skills in relation to staff and other stakeholders</td>
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<td>a strong commitment to team work</td>
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<td>a commitment to personal, professional and service development</td>
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<td>the capacity to deal sensitively and professionally with parents, educational professionals and other stakeholders</td>
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<td>empathy for the needs of children with hearing impairment/visual impairment</td>
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<td>flexibility</td>
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<td>initiative</td>
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the application form that will satisfy the employer that he/she has access to an appropriate alternative form of transport that will enable them to carry out the mobility requirements of the post in an efficient and effective manner and thus meet this essential criterion
Exercise of general professional duties

1. A teacher who is not a principal shall carry out the professional duties of a teacher as circumstances may require:-
   
   (a) if he/she is employed as a teacher in a school under the reasonable direction of the principal of that school;
   
   (b) if he/she is employed by a board on terms under which he is not assigned to any one school, under the reasonable direction of that board and of the principal of any school in which he/she may for the time being be required to work as a teacher.

Exercise of particular duties

2. (a) A teacher employed as a teacher (other than a principal) in a school shall perform, in accordance with any directions which may be reasonably given to him/her by the principal from time to time, such particular duties as may reasonably be assigned to him/her.
   
   (b) A teacher to whom paragraph 1(b) refers shall perform, in accordance with any direction which may reasonably be given to him/her from time to time by the board or by the principal of any school in which he/she may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him/her.

Professional duties

3. The following duties shall be deemed to be included in the professional duties which a teacher may be required to perform:-

   
   Teaching

   (1) (a) planning and preparing courses and lessons;
   
   (b) teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
   
   (c) assessing, recording and reporting on the development, progress and attainment of pupils;

   Other activities

   (2) (a) promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
(b) providing guidance and advice to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;

(c) making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher’s own position;

(d) communicating and consulting with the parents of pupils;

(e) communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and in the case of a controlled school, the Board of Governors;

(f) participating in meetings arranged for any of the purposes described above;

Assessments and reports

(3) providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher’s own position;

Performance review

(4) participating, if required, in any scheme of staff development and performance review;

Review

(5) (a) reviewing from time to time his/her methods of teaching and programmes of work;

Further training and development

(b) participating in arrangements for his/her further training and professional development as a teacher;

Educational methods

(6) advising and co-operating with the principal and other teachers (or any one or more of them) on the preparation and development of course of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline health and safety

(7) maintaining good order and discipline among pupils in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
Staff meetings

(8) participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

Cover

(9) Supervising and teaching any pupils whose teacher is not available provided that;

(a) in schools with an average daily enrolment greater than 222 pupils a teacher other than a supply teacher shall not be required to provide such a cover after the second day on which a teacher is absent or otherwise not available or from the first day if the fact that the teacher would be absent or not otherwise available for a period exceeding 2 days was known to and agreed by the employing authority in advance;

(b) in schools with an average daily enrolment of 222 pupils or less a teacher other than a supply teacher shall not be required to provide such cover after the first day on which a teacher is absent or otherwise not available or from the first day if the fact that the teacher would be absent or not otherwise available for more than 1 day was known to and agreed by the employing authority in advance;

(c) in schools with a complement of 1, 2 or 3 teachers and in nursery units in primary schools, a teacher other than a supply teacher shall, notwithstanding heads (a) and (b), not be required to provide such cover.

Public examinations

(10) participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations: recording and reporting such assessments and participating in arrangements for pupils’ presentation for and supervision during such examination;

Management

(11) (a) contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers;

(b) co-ordinating or managing the work of other teachers;

(c) taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

Administration

(12) (a) participating in administrative and organisational tasks relating to such duties as described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials;

(b) subject to the provision of Article 22 of the Order, attending assemblies;
(c) registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

**Working time**

4  (a) A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation.

(b) A teacher, other than a teacher employed in a residential establishment, shall be available to perform such duties at such times and such places as may reasonably be specified by the Principal, or where he/she is employed by a board on terms under which he/she is not assigned to any one school by the Board or the Principal of any school in which he/she may for the time being be required to work as a teacher, for 1265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work.

(c) A teacher may not be required to teach as distinct from supervise children in a classroom situation for more than 25 hours in any week in a primary or special school and 23.5 hours in any week in a secondary school.

(d) Unless employed under a separate contract as a midday supervisor, a teacher shall not be required to undertake mid-day supervision.

(e) Subject to paragraph (f) all teachers shall be required to have a break of at least 30 minutes between the hours of 12:00 noon and 2.00 pm.

(f) Teachers in nursery schools and in nursery units in primary schools shall be required to have a break of at least 30 minutes between the hours of 12:00 noon and 2.30 pm.

(g) For the purpose of this paragraph a ‘year’ means a period of 12 months commencing on 31 July and a ‘week’ means a period of 7 days commencing on a Sunday.