

<b>Peripatetic Teacher of the Deaf</b>			
Reference No.		Type	Generic
Service	Supporting Learners' Service, Sensory Support (Deaf Learners)		
Job Family		Anticipated Grade	
<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:		<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	
Teaching through an enriched language input. This could include pre and post-tutoring, working with small groups, supporting mainstream lessons.		Full General Teaching Council for Scotland (GTCS) registration. ✓ Appropriate teaching qualification – secondary or primary ✓ Moderate teaching experience ✓ Experience of supporting and challenging all learners effectively to build confidence and promote progress. ✓	

**Purpose**

Teachers of the Deaf support learners across Fife at all stages from pre-school to school leaving age.

The Teacher of the Deaf will have a peripatetic caseload. Where possible the caseload covers a cluster area. In order to meet the needs of the Service, allocation of caseloads are subject to change and may require the Teacher of the Deaf to be allocated a caseload in other clusters or areas of Fife and may include the Primary or Secondary Resourced Bases for Deaf Pupils.

You will have responsibility for supporting schools and teaching/supporting learners on your caseload as assigned by the Educational Audiology Manager.

You will be supporting deaf pupils to allow access to the curriculum.

## Role Profile

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	Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community Effective use of a range of strategies and resources to enable learners with additional support needs to access the curriculum	√  √	
Have knowledge and understanding of the principle features of the education system, educational policy and practice	Moderate teaching experience	√	
Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them	Moderate teaching experience Effective use of a range of strategies and resources to enable learners with additional support needs to access the curriculum	√  √	
Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	Moderate teaching experience	√	
Have knowledge and understanding of the importance of research and engagement in professional enquiry	Engagement with literature, research and policy to support professional learning.	√	
Work effectively in partnership in order to promote learning and wellbeing	Collaborative working with colleagues in schools and partners in the wider community.	√	
Read and critically engage with professional literature, educational research and policy	Moderate teaching experience Engagement with literature, research and policy to support professional learning. Commitment to continuing personal and professional learning	√ √ √	
Engage in reflective practice to develop and advance career-long professional learning and expertise	Moderate teaching experience	√	

## Role Profile

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Promote and safeguard the health, welfare and safety of pupils				
Undertaking all other duties as required for the role. Duties will be in line with the grade.				

Additional tasks or responsibilities – this is a generic role, however this particular job may also require you to undertake the following:					
Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility			E	D
<b>Peripatetic Teacher of the Deaf</b>					
Specialist assessments and interpretation of results. This would include audiological, language, and other national assessments	Experience of supporting and challenging all learners effectively to build confidence and promote progress. Qualified Teacher of the Deaf A qualification in British Sign Language (BSL) preferably to Level 2 Commitment to on-going career-long professional learning, including postgraduate study as appropriate.			√	√
Provision of advice. This would include consulting with teaching and non-teaching staff about learner's need in relation to deafness. This would also include strategies to support those needs and to build capacity within their school(s).	Collaborative working with colleagues in schools and partners in the wider community. A good relationship with young people, staff, parents and other professionals			√	√
Partnership working. Meet with learners, their parents and the staff involved, including those from other agencies, to plan, record and evaluate additional support needs arising from deafness. Contribute to continuing professional learning opportunities for teaching and non-teaching staff at school and service level	Experience of supporting and challenging all learners effectively to build confidence and promote progress. Collaborative working with colleagues in schools and partners in the wider community. Ability to work collaboratively and liaise effectively with colleagues, support assistants, teachers and other agencies			√	√
Working with learners and families. This would include supporting deaf learners and families, according to your caseload, from the early years to school leaving age and through periods of transition.	Experience of supporting and challenging all learners effectively to build confidence and promote progress. Collaborative working with colleagues in schools and partners in the wider community. The ability to support families in the early years and support transitions			√	√

Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required				
Type of Protection of Vulnerable Groups (PVG) or other Disclosure check (choose only one).	PVG Children <input type="checkbox"/>	PVG Protected Adults <input type="checkbox"/>	PVG Both <input type="checkbox"/>	None <input type="checkbox"/>
	Basic Disclosure <input type="checkbox"/>	Standard Disclosure <input type="checkbox"/>	Enhanced Disclosure <input type="checkbox"/>	

E = Essential Criteria D = Desirable Criteria

## Role Profile

**Additional Information** – the following information is available:

- Skills Framework (if applicable)
- **How** we work matters

**Expected Behaviours** – It is essential that you display the following behaviours as they are expected of all our employees:

- Take Ownership
- Focus on Customers
- Work Together
- Embrace Technology & Information
- Deliver Results