

**Person Specification
Teacher of the Deaf – Rowan Centre**

Education and Training

Essential Criteria		Desirable Criteria	
Qualified teacher status (UK)		Additional qualification in educational audiology	
Understanding of the National Curriculum and the Code of Practice		Additional qualification in deaf education	
Knowledge of current practice and developments for deaf children and young people		Proven Experience in Audiology	
Knowledge and experience of current legislation with particular reference to deaf children and young people		Experience of working in a support capacity with deaf pupils in a variety of settings	
Statutory Induction period completed (If required)		Sound and current audiological knowledge	

Teaching and Assessment

Essential Criteria		Desirable Criteria	
Experienced and highly skilled teacher		Experience of assessing children with deafness	
Child centred partnership working			
Ability to keep accurate records and analyse data			
Ability to devise personalised learning programmes and review			

Skills & Abilities

Essential Criteria		Desirable Criteria	
A commitment to the inclusion of deaf children		Good knowledge of British Sign Language (BSL)	
Ability to organise and deliver INSET to individual teachers and whole service groups			
Willingness to pursue own professional development			
Be clear in the communication of ideas and recommendations			
Ability to form good interpersonal relationships with professionals from both Education and Health and be confident in a multi-professional forum			
Ability to gain the respect of Education professionals, Health professionals, parents and Voluntary Organisations			

Professional Characteristics

Essential Criteria		Desirable Criteria	
Willingness to work flexibly and independently within the requirements of a demand driven service		Be relaxed and self-confident within professional group settings	
Effective communication skills (speaking and writing)		Demonstrate a sense of perspective in a range of challenging situations	
The ability to work in sympathetic collaboration with class teachers		Be resilient, enthusiastic, responsible and self-motivated	
Good organisational ability including time management		Be able to work under pressure	
Ability to manage the high level of liaison required between the professional agencies		Be an effective team member; constructive and aware	
Evidence of ability to report back with clarity and accuracy to working parties, officers and members			
Ability to work in partnership			
Tact, diplomacy and a respect for confidentiality			
Be fully aware of the principles of safeguarding as they apply to vulnerable adults to the workers role			