

Job Title:	Qualified Teacher of Deaf Children / Young People
Team/Service Area:	Education - SEND - Children's Sensory Inclusion Team
Salary/Grade:	MPS/ UPS plus SEN 2 allowance (Fixed Term – 1 Year)
Line Manager:	Lead Teacher for Children's Sensory Inclusion Team
Direct Reports:	0
Location:	Agile – Base at Bunny Hill but working at settings across Sunderland

About Us

Established in 2017, Together for Children Sunderland is on a mission to improve services in social care, early help and education and engage the whole community in giving children and young people in Sunderland the best possible opportunity to thrive.

Our workforce is AMAZING with a passion for improving the life chances of children and young people. We all strive to make a difference, irrespective of our work vocation

or specialism. We value diversity and actively seek candidates from all backgrounds, including various ages, disabilities, neurodiverse individuals, gender identities, sexual orientations, religions, beliefs, races, and cultural backgrounds. Our inclusive workplace culture fosters collaboration and excellence.

Find out more: [Find out more - Together for Children](#)

About the Role

We are delighted to offer an exciting opportunity for an experienced, highly skilled and motivated Teacher of Deaf Children and Young People to join our Children's Sensory Inclusion Team (CSIT).

This unique role provides the opportunity to work across school settings as part of our Experts at Hands offer in Sunderland: supporting D/deaf pupils across the City with a particular focus on support for emerging or lower level hearing difficulties and supporting education settings to make the necessary adaptations.

Accreditation in BSL Level 2 or equivalent is highly desirable.

The successful candidate will contribute to the wider work of the CSIT and Specialist SEND Support Service within Together for Children whilst also working as part of the new Experts at Hand offer and linking closely with multi-disciplinary practitioners operating in this service.

This is a fantastic opportunity to become part of a proactive and child-focused team, with a commitment to securing the personal and academic welfare of D/deaf children in education settings.

This role is exempt from the Rehabilitation of Offenders Act 1974 and therefore requires a satisfactory Enhanced Disclosure and Barring Service (DBS) Check.

Key Responsibilities

- Deliver high-quality, specialist assessment and advice to schools and settings, ensuring D/deaf pupils have access to a broad, balanced and inclusive curriculum.
- To take responsibility for a cohort of children and young people identified through the Experts at Hand programme as having a hearing loss. These children may be from 0-25 and may have additional needs.
- You will support in the planning and delivery of a strong Personal Understanding of Deafness Curriculum to groups of children in mainstream settings and contribute to whole school inclusion.
- To contribute towards targets in support plans which effectively meet the needs of individual children who are D/deaf/ have hearing loss.
- To carry out specialist assessments in accordance with professional guidelines and agreed protocols and to advise accordingly.
- To maintain accurate child records of own caseload and provide monitoring and professional reports as required.
- Support the development of speech, language and communication, by promoting BSL, SSE or Makaton sign language as part of a total communication and inclusive approach.
- Work collaboratively with mainstream staff, supporting inclusion by advising on differentiation, deaf awareness, and effective classroom strategies and whole school environments.
- Create opportunities for information sharing to families and carers, offering guidance and support to promote communication and learning at home.
- Collaborate with schools and practitioners as part of a multidisciplinary team.
- Support effective use of specialist equipment and technology in schools and settings, such as hearing aids, radio aids, sound field system and other assistive technology.
- Lead D/deaf awareness training for educational settings and practitioners.
- Ensure safeguarding, wellbeing and access needs are met, supporting pupils' social, emotional, and mental health.

- To inform families and practitioners of other agencies which can offer support for children with hearing loss and signpost to local / national services for deaf children.
- Have high expectations of children and young people
- Reflect on and develop own practice
- Work in line with settings and TFC policy and procedure.
- Treat children and young people with respect and dignity
- Participate in training and CPD as required for the role
- Be aware of and support difference and ensure all children and young people have an equal access to learning
- Any other duties commensurate with the post

Statutory Requirements

Comply with the principles and requirements of the General Data Protection Regulation (GDPR) in relation to the management of Together for Children Sunderland's records and information and respect the privacy of personal information held by Together for Children Sunderland.

Comply with the principles and requirements of the Freedom in Information Act 2000.

Comply with the Together for Children Sunderland's and the NHS ICB information security standards, and requirements for the management and handling of information.

Undertake the duties of the post in accordance with the Company's Equal Opportunities Policy, Health and Safety Policy and legislative requirements and all other Company policies.

Our Expectations

You must undertake this role in accordance with the requirements set out below:

- Comply with Together for Children's Code of Conduct, People policies and procedures, Health and Safety Policy and EDI Statement.
- Uphold all relevant professional policies, standards and legislative requirements

This job description is a guide to the duties you will be expected to perform. It is not an exhaustive list, and you may be required to undertake other tasks and duties not listed that are reasonably commensurate with the job role and grade of the post. Where

a fundamental change to the job description is needed this will be discussed with the postholder prior to any changes being made

Date: September 2026

Person Specification – Qualified Teacher of Deaf Children / Young People

The essential requirements for this post and how candidates will be assessed are set out below. Where ‘application form’ is the method of assessment, candidates should evidence that they meet these criteria, to be successful at the shortlisting stage.

We encourage the use of different methods of assessment, including using skills-based assessments, as part of the selection process. Any assessments will usually be carried out prior to interview for shortlisted candidates. Examples include job-related tasks (e.g. analysis of data, in-tray exercise, case study analysis), presentation, group exercises, Children and Young People’s Panel.

Essential Requirements	Method of Assessment
Qualifications • Maths and English at GCSE Grade 4 / C (or equivalent) • Qualified Teacher Status (Early Years, primary or secondary) • Qualified Teacher of Deaf Children (or currently working towards Mandatory qualification) • British Sign Language – Signature accredited Level 2 or equivalent (or a commitment to work towards)	Application Form / Pre Employment Checks
Experience • Relevant and recent experience of working with D/deaf children / children with hearing loss and a good understanding of the impact that this can have on access to learning and education • Delivery of high-quality, specialist assessment • Delivery of D/deaf awareness training for educational settings and practitioners. • Working within the Specialist Deaf curriculum framework and NatSIP guidelines • Working with children who have a range of SEND needs in addition to a Primary Need of deafness / Hearing loss • Relevant experience of working with children and young people with special educational needs in an educational context to reduce barriers to inclusion, facilitate learning and encourage independence • Working with children who have multi-sensory impairment (desirable)	Application Form / Interview

Knowledge and Understanding • Current legislation regarding SEND Statutory processes including SEND Code of Practice • Knowledge of how to support speech, language and communication through use of signed language and a total communication approach. • Knowledge of the Early Years Foundations Stage and National Curriculum in relation to differing Key Stages.	Application Form / Interview
Skills and Abilities • Deal with difficult and challenging situations with tact and sensitivity • Use ICT and specialist technology effectively to support learners. • Flexibly work across all key stages as required • Demonstrate systemic and well organised approach to managing priorities and work demands. • Demonstrate excellent literacy and ICT skills in producing succinct and effective documentation, including reports on the progress of Children and Young people • The ability to communicate sensitively and appropriately with colleagues at different levels, and with children and their parents; the ability to listen and take into account the views of others and to actively share information • Evidence of commitment to learning and the desire to constantly improve own practice/knowledge through self-evaluation and learning from others • An encouraging and positive manner and the ability to remain calm and patient in difficult situations • Proven ability to work effectively as part of a team and independently, prioritising a range of tasks appropriately and organising time efficiently without immediate supervision.	Application Form / Interview
Commitment to Equal opportunities Commitment to promoting inclusive practice.	Interview

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