

Person Specification Peripatetic Teacher of the Deaf – Early Years			
Education and Training			
Essential Criteria		Desirable Criteria	
Qualified teacher status (UK)		Additional qualification in educational audiology	
Additional qualification in teaching the hearing-impaired		Additional Qualification in Early Years Education	
Experience of working in a support capacity with hearing impaired pupils in an Early Years setting			
Knowledge and experience of current legislation with particular reference to teaching of Early Years students with a Hearing Impairment			
Knowledge of current practice and developments for deaf children within Early Years			
Sound and current audiological knowledge			
Understanding of the National Curriculum and the SEND Code of Practice			
Proven experience in Audiology			
Teaching and Assessment			
Essential Criteria		Desirable Criteria	
Outstanding teacher		Experience of assessing children with deafness	
Child centred partnership working		Experience of planning and delivering events	
Ability to keep accurate records and analyse data		Experience of Line Management of Staff	
Ability to devise personalised learning programmes and review			
Skills & Abilities			
Essential Criteria		Desirable Criteria	
A commitment to the inclusion of deaf children			
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			
Good knowledge of British Sign Language (BSL)			
Professional Characteristics			
Willingness to work flexibly and independently within the requirements of a demand driven service		Be relaxed and self-confident within professional group settings	
The ability to work in sympathetic collaboration with class teachers		Demonstrate a sense of perspective and / or humour in a range of challenging situations	
Good organisational ability including time management		Be cheerful, resilient, enthusiastic, responsible and self-motivated	
Ability to manage the high level of liaison required between the professional agencies		Be able to work under pressure	
Evidence of ability to report back with clarity and accuracy to working parties, officers and members		Be an effective team member; constructive and aware	
Ability to work in partnership		Effective communication skills (speaking and writing)	
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			