

Job Description

Job Title:	Deaf Education Instructor
Directorate:	Children and Young Peoples Service
Service Area:	Early Help
Grade	6
Competency Level	2
Salary	£35,412- £39,862
Job Type	Hybrid
Location	Citywide
Disclosure and barring service (DBS)	Enhanced (Child Workforce and Child Barred List)
Job Evaluation Ref No	

Job Purpose

To contribute to multi-agency working to improve outcomes for deaf children and their families. To deliver Deaf Awareness training to education settings and families. To deliver British Sign Language (BSL) teaching to deaf children and young people, staff/students in education settings and families of deaf children to support early communication at home. To provide outstanding support through BSL to deaf pupils in their education setting to support lesson access, language and vocabulary development, inclusivity and improve pupil progress/outcomes.

Directly Responsible To:

Deaf Resource Base Lead/Liverpool Sensory Operational Lead

Main Areas of Responsibility:

The Deaf Educational Instructor (DEI), working under the direction of the DRB Lead Teacher, is required to be a positive role model promoting access to Deaf Culture and to assist and support in the following:

- To work in a peripatetic role across a range of education settings to support Deaf BSL users
- To work as a member of a team to promote outcomes, inclusivity and curriculum access for deaf learners
- To work with families of young deaf children at home in developing an understanding of communication strategies, introductory BSL skills and deaf awareness skills
- To lead/deliver differentiated BSL lesson support for Deaf learners during mainstream lessons translating English to BSL across the curriculum
- To provide follow up tutorial support to Deaf learners to ensure full accessibility and understanding of concepts and vocabulary
- To assist the DRB Lead in the delivery and co-production of any joint training requirements needed for mainstream teachers to support deaf pupils' learning/communication needs and successful inclusion within mainstream lessons (to include deaf awareness training)
- To plan and deliver high-quality BSL teaching to support learners (deaf pupils, parents, sensory service team and mainstream school staff/students) towards accredited qualifications
- To contribute to assessing and monitoring Deaf children's progress in BSL and set targets (termly and annually) to support further progress

- To provide mentoring and pastoral support to deaf children to encourage their balanced mental health and emotional well-being whilst promoting high aspirations and developing their self-advocacy skills

Supervision and Management Responsibility:

- No supervisory or line manager responsibility

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

Physical Demands of the Job:

- This role will require movement between a variety of different education settings, office base and locations within the wider community

Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement

- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level **please insert competency level**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- British Sign Language (BSL) Level 6 minimum, with evidence of native or first language use of BSL (A, I, T)
- GCSE English at Grade C / Level 5 or above (or an equivalent qualification demonstrating proficiency in written English) (A)
- Recognised BSL teaching qualification, with the ability to teach BSL up to and including Signature (or equivalent) Levels 1 and 2 (A, I)
- Two A Level qualifications (or equivalent Level 3 academic qualifications) (A)
- Signature Assessor (Level 1 & 2): Qualified—or willing and able to work towards qualification—to act as an Assessor for Signature BSL Level 1 and Level 2 qualifications (A)

Desirable

- Degree level qualification in a relevant field
- Recognised BSL teaching qualification, with the ability to teach BSL Level 3

Experience

Essential

- Experience of teaching British Sign Language (BSL) to deaf children, hearing children, and hearing staff, leading to successful completion of accredited BSL examinations (I)
- Experience working with and supporting deaf children and young people in mainstream settings and/or specialist resource provisions, using BSL as the mode of communication (I)
- Experience in designing and delivering effective Deaf Awareness programmes, tailored to a range of audiences including pupils, families, staff, and wider school communities (I)
- Experience of delivering specialist curriculum material and programmes (eg. NDCS Healthy Minds, Deaf Works Everywhere, NDCS Family Sign Curriculum) (A, I)
- Experience in adapting, modifying, and differentiating mainstream curriculum content to ensure accessible learning for BSL users, including the delivery of structured pre and post lesson tutorial support (A, I)
- Experience providing high quality in class support for deaf learners who use BSL, enabling full participation, understanding, and engagement in the curriculum (I)
- An ability to produce high quality learning and support materials, using Microsoft Office applications, PowerPoint, and other digital tools, to support teaching and learning where appropriate (I)
- Experience of working collaboratively with a wide range of professionals to support deaf children (I)

Desirable

- Experience of working with Deaf children and young people from 0 – 18 years of age

Skills/Abilities

Essential

- Knowledge of Deaf Culture and Deaf Education: Demonstrates a thorough understanding of Deaf Culture, a range of educational approaches used with deaf children and young people, and current issues affecting deaf education, communication access, and wider support provision (A, I)
- Native/Bilingual Fluency in British Sign Language (BSL): Holds native or near-native fluency in BSL, with a strong understanding of BSL linguistics and language development (I)
- Assessment of BSL Skills: Proven ability to assess both productive and receptive BSL skills of children and young people, and to produce clear, detailed progress reports for reviews, multi-agency meetings, and internal monitoring (A, I)
- Development and Delivery of Interventions: Able to design, deliver, and evaluate targeted communication, language, and curriculum-access interventions for deaf learners, in line with individual needs and EHCP targets (I)
- Teamworking and Professional Collaboration: Able to work effectively as part of a wider multidisciplinary team, including Teachers of the Deaf, Communication Support Workers, Learning Support Assistants, audiology professionals, Speech and Language Therapists, and school staff (I)
- Communication and Interpersonal Skills: Exhibits strong communication skills across modalities (BSL, spoken/written English), with the ability to work

flexibly, use initiative, and maintain positive relationships with pupils, families, and professionals (I)

- ICT Competence: Competent ICT user, ability to contribute to digital records pupil files shared by the sensory service team, maintain accurate records, produce professional reports, and share information securely within organisational systems (A)

Desirable

- The ability to compose/type detailed and concise reports in plain English for settings and/or parents

Commitment

Essential

- A commitment to promoting inclusivity for Deaf learners in their education setting (I)
- A willingness for continued professional development, keeping up to date with research and development of own knowledge and skills (A, I)

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

Other

Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level

Desirable

- Ability to drive and currently holding a valid driving licence
- Access to a car

