

Position Description

Teacher of the Deaf and Hard of Hearing

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child's potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

Our values

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Student Support Services works with schools and preschools to provide assistance in meeting the diverse needs of all children. The role requires the incumbent to positively participate in the ongoing development and evaluation of a service model that supports the delivery of integrated and targeted services to sites, assisting them in addressing the needs of children and young people with additional needs.

The Teacher of the Deaf and Hard of Hearing is a member of a multidisciplinary team and works with children and young people who are deaf or hard of hearing, their families, and preschool and school staff. This position works with children from birth through their school years. This may vary depending on location, either regional (birth – school years) or metropolitan (preschool – school years). The Teacher of the Deaf and Hard of Hearing is placed in a team but may be required to provide services in other locations. The role includes contributing to the development of plans and strategies, aimed at improving outcomes for children and young people who are deaf or hard of hearing.

Student Support Services are on a cultural response journey, as such we value and prioritise Aboriginal ways of knowing, doing and being.



Position title	Teacher of the Deaf and Hard of Hearing
Classification	STL2
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various Offices
Reports to	Senior Educator
Direct reports	Nil
Role description date	July 2024

What you will do (key outcomes)

1. Provide in-depth consultation to sites, supporting site staff in implementing more effective differentiated teaching, targeted adjustments, and interventions tailored to deaf and hard of hearing children and young people.
2. Apply comprehensive assessment processes to identify the nature of needs and determine the level of adjustment and support required for deaf or hard of hearing children and young people including acoustic assessments and hearing screenings.
3. Apply specialist knowledge and professional judgment in the selection and implementation of evidence-based interventions for the deaf and hard of hearing.
4. Develop multi-levelled, child centred interventions across the three waves of intervention, including proactive, targeted, and intensive strategies in partnership with preschool and school staff and parents. When appropriate, provide direct, intensive specialized, family centered early intervention (birth to 4) to guide and coach families in the development of the child's abilities in relation to cognition, audition, language, speech, socialisation, and play.
5. Provide a broad range of professional, direct, and consultative services, including personalised learning, adjustments and accommodations, curriculum modifications, reports, and recommendations (including funding, special options, facility upgrades), working in partnership with preschools, schools, and families.
6. Provide direct, hands-on support to preschools and schools to coach and model the application of interventions and strategies within an educational context.
7. Facilitate connections to the Deaf community and Auslan in the context of language learning and access.
8. Undertake case coordination and management of learners requiring multiple services within and outside the agency.
9. In conjunction with the Senior Educator, manage and prioritise personal workload by developing workload management plans and efficiency initiatives.
10. Contribute to a range of capacity building initiatives, such as provision of training and development to staff and families, modelling and provision of information, strategies, and resources.
11. Proactively seek opportunities to improve work practices and services by monitoring service access and outcomes, emerging trends, and community needs, contributing to the ongoing evaluation of services within a framework of state-wide consistency.
12. Deliver a high-quality service by meeting professional and service delivery standards, updating

knowledge and skills, engaging in reflective practices through supervision and being transparent regarding workload and work practices.

13. Work with preschools and schools to ensure culturally inclusive environments and support improved outcomes for Aboriginal children with additional needs, including hearing loss. Seek to better understand Aboriginal cultural perspectives and incorporate them into everyday practice.
14. Seek client feedback on services and proactively respond to client complaints and feedback, and as required, contribute to investigations of client complaints, aiming to inform systematic improvements in services.
15. Contribute to discipline-specific and multi-professional research, service development, innovative practices, and advances in techniques through project specific working parties, research (under direction), data analysis, evaluation of services, and the development of recommendations to assist management decision making.
16. Consult and liaise with non-government and other government organisations in the provision of services.
17. Work with the team to contribute to support positive culturally inclusive environments. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.
18. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards, and injuries.

The capabilities you will bring (key competencies)

- Demonstrates in-depth knowledge gained through the attainment of a recognised qualification regarding evidence-based interventions for children who are deaf or hard of hearing and can apply professional knowledge and aptitude within the context of a school or preschool.
- Engages with other professionals in needs-based assessments and development and implementation of evidence-based proactive and targeted strategies to support sites to understand and manage the range of needs of children and young people who are deaf or hard of hearing.
- Values individual diversity and models this in all interactions. Adapts the approach to suit individual differences without compromising service delivery or outcomes.
- Works effectively and maintains a positive outlook under pressure. Manages setbacks, criticism, and tension in meeting the service needs of the client group.
- Possess high level communication skills, works collaboratively and develops productive relationships with peers, staff, and stakeholders. Interacts confidently and employs perception, good listening and questioning skills and communicates effectively with people from diverse cultures and backgrounds.
- Develops and accomplishes shared goals by taking an active role in the team through contributing ideas, knowledge and expertise. Works collaboratively to achieve team goals.
- Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.
- Demonstrate knowledge and commitment to promoting and creating a safe and inclusive work environment and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

Who you will work with (key relationships)	Qualifications
Direct working relationship: Senior Educators Internal Working Relationships: Speech Pathologists, Psychologists, Occupational Therapists, Social Workers Truancy, Behaviour Support Educators, Inclusive Educators, educators and site leaders in pre-schools and schools. External working relationships: Government and non-government agencies, professional associations, and interstate systems/sectors	Essential: Current teacher registration. Post-graduate qualifications in deaf and hard of hearing Desirable or a willingness to work towards: Certificate II in Auslan
Eligibility	
Appointments made under section 121 of the <i>Education and Children's Services Act 2019</i> may provide health, social or other non-education services to schools, preschools and children's services centres. Positions will require the application of specialist education related skills and knowledge required for managing education programs or administration of education standards requiring specific knowledge of site functions and operations.	

Corporate responsibilities	Special conditions
Keep accurate and complete records Act appropriately in line with the Public Sector Code of Ethics at all times Support diversity and promote an inclusive workplace for everyone Maintain a commitment to Work Health and Safety legislative requirements	You may need a current driver's license and be willing to drive You may be asked to work out of hours You may need to travel within or outside South Australia You need to achieve mutually agreed performance goals You must have a current Working with Children Check You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training You must be an Australian resident or provide evidence you have a current work permit

Assessed by: Marjan Marzoughi, P&C Advisor Date: July 2024		Approved by: Sarah Anstey, Director Student Support Services Date: July 2024	
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