

Role Profile

Part A - Grade & Structure Information

Job Family Code	8CLES	Role Title	Deaf Instructor - Post-16 Students
Grade	PS8	Reports to (role title)	Professional Lead - FHE16+
		Directorate / School	Education and Lifelong Learning
JE Band	269-313	Service / Department	Physical & Sensory Support (PSS)
		Date Role Profile was created	May-26

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	To work in partnership with other professionals as part of the Physical & Sensory Support (PSS) FHE16+ team, with post-16 deaf students and their educational settings. To provide the delivery of sign language tuition and support to adults and young people (post16); to support the development of young people's deaf identity and be a role model for deaf learners at college and university settings, in line with the latest government guidance, legislation and SCC policies including Safeguarding and Confidentiality. In the role you will be required to work in partnership with a team of other professionals as part of Physical & Sensory Support (PSS) with vulnerable young people in educational settings, providing curriculum access to Further and Higher Education courses. The FHE 16+ team is the post-16 traded service area within the wider Physical and Sensory Support.
Work Context	The PSS FHE16+ team operates a fast paced, complex interpersonal environment involving young people with high and complex needs, their families and Further Education/Higher Education settings, as well as with other teams in PSS for the purposes of transition, and external organisations. The post holder will require a sound knowledge base of the complexities of the differing teams within PSS in order to support and help deliver an effective service. The post holder will be required to organise their own diary and programme of events each term under the direction of the Professional Lead, who will provide advice and guidance over priorities, particularly in relation to the delivery of the British Sign Language training. He/She will work in close partnership with the post-16 Teachers of the Deaf who will direct him/her towards programmes of support to individual students and staff. There is an allocated office base for the post holder but the majority of the time will be spent in delivering the requirements of the job in colleges and other educational establishments across Surrey. The 'Deaf Instructor for Post 16 Students' is a peripatetic role.
Line management responsibility if applicable	n/a
Budget responsibility if applicable	n/a

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> • Undertake and coordinate projects and reviews in a defined area of activity to support and enhance service delivery. • Provide a range of specialist services advising and assisting customers in area of expertise, to maximise service quality, efficiency and continuity. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the months ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Ensure personal and where appropriate team compliance with established protocols, procedures and practices. • Audit and monitor compliance of 3rd parties with organisation requirements. <p>Work with others</p> <ul style="list-style-type: none"> • May manage staff, or supervise the work of others, allocating and prioritising work and managing performance to secure efficient service delivery. • Liaise, communicate and build relationships with other departments, parents, partner organisations, agencies and/or contractors. • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues as appropriate. <p>Resources</p> <ul style="list-style-type: none"> • May be required to maintain specialist equipment, systems and software. • May manage or assist with budget/resource management in accordance with the organisation's policies and procedures. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate, store, record and analyse relevant data producing high quality reports, controlling data quality and integrity and recommending actions as appropriate. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. Adherence to safe working under the health and safety policy is required.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
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Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Educated to 'A' level, HND standard, or equivalent or able to evidence ability at an equivalent level. • May require a qualification relevant to the specific nature of the role. • Knowledge of relevant legislation, practices and policies applicable to specialist area. • Ability to undertake technical work relevant to the role. • Excellent written and oral communication skills with the ability to build sound relationships with customers. • Competent in a range of IT tools. • Ability to apply specialist knowledge to respond to complex enquires from a range of stakeholders. • Previous practical experience in a relevant field. • Ability to manage a range of projects through to completion. • Effective interpersonal, influencing and negotiation skills. • Experience of leading a team (where appropriate).
Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>Education, Training and Work Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Native British Sign Language user & independent communicator <input type="checkbox"/> Current holder of Signature training as teacher of sign language or willingness to train <input type="checkbox"/> Minimum 3 GCSEs passes at Grade C or above, or equivalent <input type="checkbox"/> Willingness to undertake future BSL training <p>Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Substantial knowledge and understanding of issues affecting Deaf people and their lives <input type="checkbox"/> Knowledge and understanding of current BSL educational developments for Deaf learners <input type="checkbox"/> Working knowledge and practical use of ICT applications and programmes <input type="checkbox"/> Be competent in using all MS Office applications and electronic databases and a range of software packages <p>Skills and Abilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ability to work independently <input type="checkbox"/> Ability to work flexibly and as part of a team in colleges and universities within PSS FHE16+ provision <input type="checkbox"/> Ability to plan and prepare programmes and materials <input type="checkbox"/> Ability to assess sign language competence and level <input type="checkbox"/> Good record keeping and reporting skills <input type="checkbox"/> Excellent punctuality and attendance <input type="checkbox"/> Ability to travel across the County and beyond, adhering to a strict timetable, transporting teaching materials <input type="checkbox"/> Write reports that are clear, concise and jargon free <p>Substantial experience of working with Deaf people in schools or colleges.</p> <p>Ability to use technical equipment to record and process BSL assessments.</p>
Role Summary	<p>Roles at this level may manage a straightforward operational activity or small team or provide specialist support services. They have in-depth knowledge of methods, systems and procedures and possess practical understanding in one or more technical disciplines. A thorough knowledge of their own area or discipline is required although overall supervision from a more experienced professional is available. They work collaboratively with parents, staff, partner organisations, agencies and/or contractors and play a major role in maintaining quality standards and/or engaging in project management.</p>
Reference Number	<p style="text-align: center;">BM-2026-209</p>