

St Gregory's

CATHOLIC SCHOOL



Qualified Teacher of the Deaf
or Qualified Teacher
- willing to complete QTHI

APPLICATION PACK

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Kent
Catholic
Schools'
Partnership



'Academies in Christ'
Part of the Archdiocese of Southwark

Every child is known and loved

Letter from the Headteacher

Dear Prospective Candidate,

Thank you for your interest in this exciting opportunity to join our dynamic team of dedicated professionals striving to provide our students with the very best Catholic education possible.

Our mission is clear and profound: to provide every student in our care with a world-class Catholic education, ensuring they are embraced by our inclusive and loving community. At the heart of our educational philosophy is the belief that **every child is known and loved**. Inspired by the life of St Gregory, we strive to empower our students, teaching them to understand their own unique value and dignity. Through this understanding, they can recognise and realise their God-given potential.

We aim for our students to become servant leaders, guided by principles of empathy and integrity, making unique and positive contributions to society and the world. We hold ambitious expectations for our students and challenge them to strive for the very best they can achieve. We enable our students to take personal responsibility for their education and development, overcoming barriers and owning their actions so that they can be rightly proud of their achievements.

At St Gregory's, we are dedicated to creating a safe environment for our students so that they can be themselves with confidence. Clear expectations are provided, allowing them to flourish academically, emotionally and spiritually. Our commitment to truly knowing each student enables us to provide a nurturing atmosphere where they can grow and thrive.

Central to our educational approach is the emphasis on personal and spiritual development. Opportunities for prayer, reflection, and collective worship form an integral part of school life. Through these experiences, students gain a deeper understanding of themselves and their spiritual formation. We encourage them to reflect on their lives, their beliefs, and the unique role they play in the world around them.

By joining us, you will play a crucial role in shaping the educational journey of our students. We would be delighted to discuss how you could become a part of our dynamic community, where a commitment to excellence, inclusivity and the values of our Catholic tradition defines who we are.

Thank you for considering St Gregory's as the place to inspire and be inspired.

Sincerely,
Mike Wilson
Headteacher
St Gregory's Catholic School



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About St Gregory's Catholic School



St Gregory's Catholic School is a Catholic secondary school and part of the Kent Catholic Schools' Partnership (KCSP). KCSP is a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent and it currently comprises 28 academies of which 23 are primary schools and five are secondary schools.

A seven-form entry secondary school located in Tunbridge Wells, St Gregory's is a popular destination for pupils from its Catholic partner primary schools in Tunbridge Wells, Tonbridge and Sevenoaks. As an inclusive academy, its dedicated staff, helpers and governance committee members work hard to ensure that every student is supported and challenged to be their very best. Each individual is encouraged to grow spiritually and intellectually, so that unique and positive contributions can be made to society and the world.

In its most recent denominational inspection in June 2024, St Gregory's was judged as 'Outstanding' for Catholic Life and Mission and 'Good' for both Religious Education and Collective Worship and, in its latest Ofsted inspection in October 2024, the school was judged as 'Good' in all areas. At the heart of the report is recognition of the school's mission to ensure that 'every child is known and loved' inspectors highlighted a "warm and welcoming environment", where students feel valued, supported and able to thrive.

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School vision and values

Our Vision

We provide every student in our care with a world-class Catholic education, welcoming them into our inclusive and caring community in which **every child is known and loved.**

We teach students to understand their own unique value and dignity, so they may recognise and realise their God-given potential and, inspired by the life of St Gregory, we empower them to approach the opportunities of their education with vigour. We aim for our students to adopt the role of servant leaders, acting with empathy and integrity to make unique and positive contributions to society and the world.

St Gregory's ALIVE values:

Ambition

Rooted firmly in Catholic teachings, we aim to nurture and guide our students to fulfil their God-given potential so they may achieve success. We support this by providing extensive opportunities in our students' education that include academic, co-curricular, personal and relationship guidance, as well as providing strong role models and teaching moral and ethical values.

Leadership

We strive to be a community of servant leaders, where individuals gain a clear sense of self and purpose, knowing their values and using these to guide how they enrich the community in which they belong.

Integrity

We teach our students to value honesty and have strong moral principles, using their discernment to govern their actions and take responsibility for their choices.

Vigour

Inspired by the life of St Gregory, we empower our students to work with vigour, so they approach all activities and opportunities with effort, energy and enthusiasm.

Empathy

We aim for our students to understand and value the feelings of others and for them to know they are loved and celebrated irrespective of their differences. We also give them the confidence to celebrate their own differences.

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School intent statement

Our school is a community centred on the Catholic ethos that strives for excellence, and teaches students the knowledge, skills and attributes they require to be effective 'life-long learners'. Students are happy and fulfilled, because they are nurtured in an environment where they are cared for, known and loved, and encouraged to be unique individuals. We pride ourselves on educating students academically, morally and spiritually, to go out into the world as socially responsible and successful individuals who have a strong sense of how they will use their skills and talents to make the world a better place. We do this by providing a curriculum rich in knowledge and skills, focused on strong relationships which encourage shared values and mutual respect.

At St Gregory's we develop young people who think deeply, are knowledgeable and are informed because they understand how to learn and the value of learning. Students make and articulate informed judgements, hold discussions and show compassion and empathy that enables them to make considered decisions and partake fully in wider society. St Gregory's underpins the Kent Catholic Schools' Partnership vision of a rich, child-centred curriculum that fosters a love of learning.

Our ambitious curriculum carefully sequences learning, so that students learn and apply knowledge and skills which are enhanced further with an exciting diversity of enrichment activities. We strive to provide world-class opportunities for our students, and seek to develop the 'whole person'. Our carefully considered curriculum is well planned, well-structured and thoughtfully sequenced, so that long term learning builds. Memory is fundamental and is developed by students thinking hard to retrieve knowledge, spacing concepts and skills in each subject, and interleaving them throughout the curriculum.

With Christ's love at the centre of all that we do, our curriculum aims to develop young people who:

- Are happy and feel fulfilled
- Are curious, enjoy learning and have high expectations for themselves and are ambitious for their futures
- Act as positive role models, guiding others by example
- Can make and articulate informed decisions and take responsibility for themselves
- Approach activities with effort and commitment, showing resilience and perseverance
- Demonstrate respect, compassion and empathy towards the beliefs and values of others

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Role description

Our Offer:

We create an environment where our staff can thrive and enjoy the work that they do which enables our young people to flourish, gain confidence, achieve and be happy. We have a reputation for being a very caring environment and we have a great record for investing in staff training and development.

Benefits of working at St Gregory's Catholic School

- A supportive and caring working environment for staff and students
- Training opportunities are provided for all staff
- Participation in overseas and UK school residential trips.
- Generous Pension scheme for all staff
- Access to Kent Rewards which offers a range of local and national discounts in shops and health clubs, as well as discounts on travel, insurance and Kent Adult Education courses.
- Flu vaccination reimbursement.
- Eye test subsidy.
- Employee Assistance Programme which offers confidential, practical and emotional support including financial guidance, legal enquiries, counselling, and additional support services.
- State of the art Fitness Suite for staff to use free of charge.
- Chapel with opportunities for collective prayer and reflection, welcoming to those of all faiths and none and the opportunity for support from our Chaplain.



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Job description

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|---------------|--|
| Job Title: | Qualified Teacher of the Deaf <i>or</i> Qualified Teacher - willing to complete QTHI |
| Salary Grade: | MPS/UPS with SEN Allowance £5,497 |
| FTE: | 1.0 |
| Line Manager: | SENCO |

Main Purpose:

The Teacher of the Deaf will promote the educational, social, emotional, and spiritual development of d/Deaf learners within St Gregory’s Catholic School. In partnership with school leaders, classroom teachers, support staff, families, and external specialist services, the post-holder will ensure that d/Deaf learners have full access to a broad, balanced, and inclusive curriculum and are enabled to achieve their highest potential.

The Teacher of the Deaf will provide expert assessment, specialist teaching, and targeted intervention to meet individual needs, while also advising staff on effective strategies, classroom adaptations, and communication approaches. They will advocate for pupils’ inclusion, independence, and wellbeing, ensuring that each child is supported to participate fully in school life in a way that reflects the values of St Gregory’s as a Catholic community.

By modelling best practice in deaf education, the post-holder will contribute to raising standards across the school, promoting an environment where every pupil can flourish academically, socially, and spiritually.



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Job description

General Responsibilities:

| |
|---|
| <p>1. CATHOLIC ETHOS</p> <ul style="list-style-type: none">• Promote and uphold the Catholic mission and values of the school, contributing to prayer, worship and the spiritual life of the community• Value and support every student as a unique child of God, creating an inclusive, caring, and respectful learning environment• Set high expectations for learning and behaviour, inspiring ambition, resilience and excellence in all pupils• Model integrity, empathy, and moral responsibility, demonstrating Catholic virtues in all professional relationships and actions• Support the holistic development of students — spiritual, moral, social, and academic — enabling them to grow into well-rounded individuals |
| <p>2. TEACHING AND LEARNING</p> <ul style="list-style-type: none">• Contribute to teaching within the specialist subject area and other accredited courses (e.g., Entry Level, Functional Skills)• Ensure effective teaching, learning and assessment, including high-quality preparation, marking, and record keeping• Teach individuals or groups of Deaf and Hearing-Impaired students, advising on and differentiating the curriculum• Work with class teachers to plan for effective curriculum access, ensuring Deaf students are fully included• Support a Total Communication environment, using oral or sign-supported methods as appropriate• Provide training, guidance, and Deaf Awareness strategies to staff to ensure effective practice• Monitor and develop classroom practice to guarantee full curriculum access for Deaf and Hearing-Impaired pupils• Support performance review processes for staff within the Hearing-Impaired provision• Develop and contribute to specialist resources and ensure up-to-date information on the school website |



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Job description

3. SUPPORTING THE PUPIL

- Take responsibility for the academic progress, emotional wellbeing, and inclusion of all Deaf and
- Hearing-Impaired students
- Track and monitor progress, gather assessment evidence, and contribute reports for the school and Local Authority
- Manage and maintain hearing aids, radio aids, FM/audiology systems, and provide guidance on effective use
- Work with external agencies (e.g., Speech and Language Therapy, audiology, specialist services) to plan and implement tailored programmes
- Complete Annual Reviews/EHCP processes, collate information, and liaise with relevant professionals
- Provide support, advice, and guidance to students and families, ensuring strong communication and engagement
- Plan and support transition at key education stages, ensuring continuity and clear next steps
- Ensure Deaf and Hearing-Impaired students are active, valued members of the school community
- Recommend and report on access arrangements for examinations

4. TUTOR ROLE

- Build positive relationships with students and act as a professional role model
- Promote student participation in self-evaluation and decision-making about their learning
- Support pupils' welfare, safeguarding, and emotional wellbeing in line with school policies
- Maintain open communication with parents, attend parent events and school functions, and provide communication support as required
- Encourage strong family links and contribute to a welcoming, supportive pastoral culture



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Job description

5. LITERACY & ORACY

- Promote high expectations for literacy development in Deaf and Hearing-Impaired students
- Work with colleagues and external specialists (e.g., Speech and Language Therapy) to plan and implement literacy-focused interventions
- Ensure teaching strategies and resources support reading, writing, vocabulary development and comprehension for students with hearing loss
- Provide guidance to staff on differentiating literacy tasks to ensure curriculum access
- Use assessment information to track progress in literacy and adapt provision accordingly
- Promote high expectations for spoken and signed communication development in a Total Communication environment
- Support language development through targeted programmes designed to improve expressive and receptive communication
- Work with language specialists and teachers to enhance students' access to spoken language, BSL/sign-supported English, and other communication systems as appropriate
- Provide staff with strategies to support oracy in the classroom, ensuring Deaf and Hearing-Impaired pupils can participate fully in class discussions
- Ensure communication approaches and equipment (e.g., radio aids, FM systems) facilitate confident communication and student voice

6. GENERAL DUTIES

- Uphold and contribute to school policies, including safeguarding, behaviour, equal opportunities, teaching and learning, and health and safety
- Promote the aims, ethos, and objectives of the school, ensuring safeguarding and welfare are prioritised
- Participate in staff meetings, performance review/appraisal processes, and professional development
- Carry out allocated supervisory duties and adhere to the Staff Code of Conduct
- Produce reports, maintain records, and support data collection for the school and Local Authority
- Ensure the Hearing-Impaired Provision meets Local Authority Quality Standards
- Engage in wider school life, contribute to events, and undertake additional tasks as directed by the Headteacher
- Provide opportunities for other schools or professionals to observe good practice within the provision

This job description outlines the main duties and level of responsibility of the post for the time being. It is not a comprehensive or exclusive list and it cannot anticipate future service demands. There is a clear expectation of the post holder that they will make a positive contribution to enhancing and adapting services.

Job descriptions will be reviewed, in consultation with the postholder, at least annually or whenever there may be a significant change to the role.

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Person specification

| | Criteria | Essential / Desirable |
|------------------------|--|-----------------------|
| Faith Commitment | Understanding of the distinctive nature of a faith school | D |
| | A practising Catholic | D |
| Qualifications | Qualified Teacher of the Deaf | D |
| | Qualified Teacher Status willing to complete QTHI | E |
| | Degree Level Qualification | E |
| | Knowledge of British Sign Language at level 1 Qualification | E |
| Knowledge & Experience | An awareness of factors that contribute to an optimum learning environment for learners with Hearing Impairment, including room acoustics, lighting and classroom management | E |
| | An understanding of current SEN and disability-specific legislation and the relationship to the education and care of Deaf students | E |
| | Awareness of the effects of discrimination on students, parents, colleagues and policy | E |
| | Demonstrable commitment to inclusive teaching and learning | E |
| | Teaching specialist subject at Key Stage 3 and 4 | E |
| | Knowledge and understanding of the National Curriculum for your specialist subject at KS3 and KS4 | E |
| | Varied and successful high school teaching experience | E |
| | Experience of safeguarding students with Special Educational Needs | E |
| | Experience of developing and sustaining positive relationships with parents, staff and students | E |
| | Using data to inform target setting and planning | E |
| | Working with children with English as an Additional Language | E |
| | Ability to contribute to the development of schemes of work | E |
| | Use a variety of teaching and learning techniques to raise standards | E |
| | Experience of organising and deploying support staff | D |

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Person specification

| | Criteria | Essential / Desirable |
|-------------------------------|---|-----------------------|
| Skills, Qualities & Abilities | A proven commitment to curriculum access and opportunity | E |
| | Form and maintain appropriate relationships and personal boundaries with students and young people in line with the school Safeguarding and Child Protection policy and the staff Code of Conduct | E |
| | Contribute to the development of schemes of work | E |
| | Prioritise, plan, organise, work under pressure to meet deadlines | E |
| | Collate and use evidence to set targets to improve outcomes and optimise student progress. | E |
| | Use evidence to create effective strategies to support mainstream teaching and support | E |
| | Act as liaison with the Primary HID provision | E |
| | Capability to challenge, influence and motivate students to achieve high standards | E |
| | Ability, or potential to consistently deliver “good” lessons (as defined by OFSTED criteria | E |
| | Good communication and organisation skills | E |
| | Work as a member of a team | E |
| | Capability to demonstrate good classroom management | E |
| | Communicate effectively with a variety of stakeholders (e.g., colleagues, parents, external agencies) | E |
| | Use IT to support both the curriculum work and organisation | E |
| | Monitor and evaluate teaching and learning. | E |
| | Identify the necessary resources which ensure high quality teaching and learning | E |
| | Assess the needs of individuals to inform lesson planning | E |
| | Deliver high quality lessons, evaluate the impact of these and develop future planning accordingly | E |
| | A range of behaviour for learning techniques | E |
| | A proven commitment to professional development | E |
| | Design, monitor and evaluate classroom provision based on the identified needs of individual Deaf students | D |

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Application process

You are welcome to contact HR at HR@sgschool.org.uk if you would like to visit the school before submitting an application.

For ease of applying, we are happy to accept applications directly via Kent-teach using [CLICK HERE](#)

Should you be shortlisted for interview, additional information may be requested at that time.

Closing date for applications: 23 February 2026 at 09:00 am

Start date: September 2026 **or sooner if available**

All applicants need to have the Right to Work in the UK to be considered for this role. This vacancy may close on or before the specified closing date depending on the volume of suitable applicants. If you are unsuccessful, we will contact you accordingly

Safer Recruitment

St Gregory's is committed to safeguarding and promoting the welfare of children and this position is subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. We are an equal opportunities employer.

Candidates will be subject to an online search if shortlisted. The search will not form part of the shortlisting process itself and shortlisted candidates will have the chance to address any issues of concern that come up during the search at interview.



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