

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM**  
**CLARKSVILLE, TENNESSEE**  
**JOB DESCRIPTION**

**Job Title:** Hearing Impaired Teacher

**Department:** Instruction

**Date Reviewed:** October 2023

**Reports To:** Coordinator/Director of Special  
Populations

**Grade:** Teacher Salary Schedule

**Calendar:** 200 days

**Purpose of Job**

The purpose of the Hearing Impaired Teacher position is to ensure that the educational needs of children who are Deaf or Hard of Hearing (D/HH) are met and that they become independent learners and achieve their full potential. They will also advise educators and families regarding the needs of children who are Deaf or Hard of Hearing.

**Essential Duties and Responsibilities**

**The following duties are normal for this job. These are not to be construed as exclusive or all- inclusive.**

- Displays considerable knowledge of the policies, procedures, and activities of the school system, as well as state and federal requirements pertaining to the performance of duties.
- Develops and implements long-term goals.
- Stays current on any changes in statutes, policies, procedures, and methods as they pertain to public education. Develop and provide age/level-appropriate instruction in support of student IEP goals.
- Coordinate with general education teachers to provide needed support within the general classroom, as well as designing and delivering necessary pull-out instruction.
- Consult and assist classroom teachers in implementation of accommodations and modifications for students to have full access to the curriculum.
- Provide training and in-service opportunities for teachers and staff on a variety of related topics on deaf/hard of hearing population.
- Collect, develop, and share materials, activities, and resources in support of D/HH students' IEP goals with school staff for professional development.
- Assist School psychologist and SLP with testing as needed, especially those who are deaf and/or use sign language to communicate.
- Work closely with the SLP regarding speech and/or language development for signing students who require an alternative approach to phonics-based programs.
- Be able to work cooperatively with all members of the school staff, communicate effectively with parents, and supervise, direct, and support educational assistant and interpreters.
- Competent in interpreting and explaining audiograms and related medical reports to students, parents, and teachers for IEP's meetings and eligibility purposes.
- Effectively communicates and interacts with supervisors, members of the general public, and other stakeholders involved in the operation of the school system.
- Collects and disseminates information in a concise, clear, and effective manner.
- Exhibits strong organizational, management, interpersonal, and technical skills.
- Uses sound independent judgment and discretion in daily activities.

- Have training and experience working with HAT - Hearing Assistive Technology such as hearing aids, bone conduction devices, cochlear implants, personal FM, DM, Roger systems and classroom sound systems, AAC devices, and other adaptive technology.
- Knowledge to hook up various devices to the students' device.
- Submit required paperwork in a timely manner.
- Set a flexible, efficient itinerant schedule that incorporates time for direct service sessions, administrative duties, device troubleshooting, training, meetings, travel, and material development.
- Supervise educational interpreters as they provide specially designed instruction and academic support to students. Plan school wide schedule for educational interpreters to support all deaf/hh students' schedules.
- Set up and maintain FM and classroom amplification systems and provide training for students and school staff in their use.
- Implement a program of auditory skill building and aural rehabilitation for students with new or changing amplification (e.g. post op cochlear implant surgery).
- Foster age-appropriate self-advocacy in students K – 12.
- Facilitate achievement of Transition Goals for Age 14 – 21.
- Facilitate opportunities for connecting isolated Deaf/HH students with peers and role models in the wider D/HH community.
- Connect parents with needed resources.
- Collaborate with Speech Language Therapists to provide assessment, support, and intervention to students with hearing loss.
- Use technology for a variety of purposes including collecting, and maintaining documentation, communicating with students and their teams, training, and providing materials and instruction to students.
- Participate in yearly professional development to keep up to date with signing skills, technology, devices, programs, and advances in the field.
- Collaborate with other TODHH's to gain insight, knowledge, and ideas.
- Attends and participates in staff meetings.
- Maintains a standard of performance and conduct, as required by state, law, local board of education and community expectations.
- Supervises students at school related functions, to include on and off campus activities.
- Maintains professional competence through in-service education activities.

**Additional Job Functions**

Performs other duties as required.

**Evaluation:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

**Minimum Training and Experience Required to Perform Essential Job Functions:**

- A Bachelor's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Candidate must have or be eligible to obtain a current Teacher Certificate issued by the Tennessee Department of Education with a current or pending endorsement in Special Education: Hearing Impaired, Teacher for the Deaf and Hard of Hearing (or similar)
- Must demonstrate knowledge of and should be proficient in one or more sign systems: American Sign Language, Signed English, CASE, PSE, and Cued Speech

**KNOWLEDGE OF JOB**

Has general knowledge of the policies, procedures, and activities of the School System as they pertain to the performance of duties relating to the job of Hearing impaired Teacher. Has general knowledge of practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Have good organizational, human relations and technical skills. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Has the mathematical ability to handle required calculations.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS****REQUIRED SKILLS, ABILITIES AND PHYSICAL REQUIREMENTS:**

- Must be able to do occasional lifting, carrying, pushing and/or pulling of objects that exceed 50, with frequent lifting and/or carrying objects weighing up to 25 pounds, standing, sitting, climbing, walking, bending, stooping or kneeling;
- Must be able to traverse school facility;
- Must have significant fine finger dexterity;
- Must be able to operate standard office equipment including pertinent and required software Applications;
- Must possess excellent language skills (verbal and written) requiring the ability to read informational documentation, directions, instructions, policies and procedures related to this job, requiring the ability to give assignments and/or directions to co-workers, assistants, supervisors, students and parents/guardians, requiring the ability to deliver verbal and written communications in English language;
- The ability to understand meanings of words and the ideas associated with them;
- The ability to understand instructions and underlying principles; the ability to reason and make judgments;
- Must possess excellent interpersonal skills with ability to interact with people (staff, supervisors, parents/guardians, students) and maintain professionalism and tact in all situations, including emergent ones, must be able to maintain constructive relationships;
- Must possess excellent organizational skills and attention to detail;
- Must be able to perform multiple, highly complex, technical tasks with periodic need to enhance skills in order to meet changing job conditions;
- Must be able to apply assessment instruments and analyze data and possess problem-solving skills;
- The ability to understand and interpret information presented in the forms of graphs, charts, or tables;
- Must be able to make independent judgments in absence of supervision;
- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure;
- Adaptability to accepting responsibility for the direction, control, and/or planning of an activity;
- Adaptability to working with students; and adaptability to making generalizations, evaluations, or decisions based upon sensory or judgmental criteria;
- Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

**NUMERICAL APTITUDE:** Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight. The ability to perform arithmetic operations quickly and accurately.

**FORM/SPATIAL APTITUDE:** Requires the ability to inspect items for proper length, width, and shape, visually.

**PHYSICAL COMMUNICATION:** Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear). Have an understanding of all communication methods used by people who are deaf or hard of hearing age 3 – 21.

**ATTENDANCE:** A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

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**Employee's Signature****Employee's Munis Number****Date**