**Teaching Person Specification**

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|  |  |  | Assessed by: |
|  | CATEGORIES | Essential/Desirable | AppForm | Interview | References |
| QUALIFICATIONS |
| 1 | A degree qualification or relevant qualification | E | ✓ |  |  |
| 2 | Qualified Teacher Status or working towards qualification | E | ✓ |  |  |
| 3 | Evidence of continuous professional development | E | ✓ |  | ✓ |
| EXPERIENCE |
| 4 | Recent experience of teaching in a school | E | ✓ |  | ✓ |
| 5 | Track record of delivering ‘outstanding’ teaching | E | ✓ | ✓ | ✓ |
| 6 | Successful delivery of outstanding attainment and achievement | E | ✓ | ✓ | ✓ |
| 7 | Innovation & creativity to engage, enthuse & progress learners | E | ✓ | ✓ | ✓ |
| 8 | Partnership and team working | E | ✓ | ✓ | ✓ |
| ABILITIES, SKILLS AND KNOWLEDGE |
| 9 | Ability to teach English to A Level | E | ✓ | ✓ | ✓ |
| 10 | Ability to deliver effective and outstanding learning and teaching in the classroom | E | ✓ | ✓ | ✓ |
| 11 | Ability to deliver the highest standards of classroom and behaviour management | E | ✓ | ✓ | ✓ |
| 12 | Knowledge of the latest curricula, specifications and assessment criteria in A Level English | E | ✓ | ✓ | ✓ |
| 13 | Ability to prioritise conflicting demands | E | ✓ | ✓ | ✓ |
| 14 | Ability to set clearly articulated targets, to track progress and adopt strategies towards achieving them | E | ✓ | ✓ | ✓ |
| 15 | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively | E | ✓ | ✓ | ✓ |
| 16 | Ability to communicate effectively, articulately and sensitively with a range of groups and individuals | E | ✓ | ✓ | ✓ |
| 17 | Ability to provide pastoral and academic tutorial support to young people | E | ✓ | ✓ | ✓ |
| PERSONAL QUALITIES |
| 18 | Commitment to delivering after-school and pre-exam sessions as required by learners | E | ✓ | ✓ | ✓ |
| 19 | Commitment to delivering enrichment and after-school clubs in English to enthuse learners | E | ✓ | ✓ | ✓ |
| 20 | Highly organised, literate and articulate | E | ✓ | ✓ | ✓ |
| 21 | Highest levels of professional and personal integrity | E | ✓ | ✓ | ✓ |
| 22 | A strong commitment to inclusive and overcoming barriers to learning and achievement | E | ✓ | ✓ | ✓ |
| 23 | Personal resilience, persistence and perseverance | E | ✓ | ✓ | ✓ |
| 24 | Commitment to the pursuit of continuous professional development | E | ✓ | ✓ | ✓ |