

**English Teacher/Instructor**

**Woodlands Academy is an outstanding Secondary 11-16 SEMH (Social, Emotional, Mental Health Needs) special school. Pupils attend from a wide urban and rural catchment area and have often been ‘out of school’ for prolonged periods. In addition to SEMH, pupils often present with many other diverse learning and medical needs. The SLT and Governors are looking to appoint an English Teacher/Instructor. Applications are welcome from Instructors, NQTs and Experienced Practitioners. The successful candidate will be expected to secure progress and attainment for learners within English across both key stages.**

**Job Description**

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| **Strategic Direction & Development of the Schoo**l | **Essential** | **Desirable** | **How Assessed** |
| Experience of developing and implementing some whole school policies within the subject area. |  |  | A, I, R |
| Experience of using a range of information and evidence to raise pupil achievement. | ✓ |  | A, I, R |
| Ability to plan a subject area. |  | ✓ | A, I, R |
| Experience of developing and successfully delivering inclusive practice to ensure equal opportunities for all. | ✓ |  | A, I, R |
| Ability to ensure that those involved in the delivery of the subject are confident to do so. | ✓ |  | A, I, R |
| Ability to identify priorities for development of English & Maths subject area. |  |  | A, I, R |

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| **Teaching and Learning** | **Essential** | **Desirable** | **How Assessed** |
| Record of Outstanding Quality teaching in English & Maths with a sound understanding of developments in own practice. |  |  | A, I, R |
| Ability to ensure curriculum coverage, innovation, continuity and progression in the subject, for all pupils. | ✓ |  | A, I, R |
| Ability to set targets in the subject area using school provided data. | ✓ |  | A, I, R |
| Experience of using inclusive practices to ensure equal opportunities for all in the subject area. | ✓ |  | A, I, R |
| Experience of implementing the principles and practices in behaviour management and strategies. | ✓ |  | A, I, R |
| Experience of the delivery of the subject content across the ability range within Key Stage 3. |  |  | A, I, R |

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| **Efficient and Effective Deployment of Staff and Resources** | **Essential** | **Desirable** | **How Assessed** |
| Experience of directing, supporting and monitoring the work of support-staff or TAs. | ✓ |  | A, I, R |
| Excellent Inter-Personal Skills | ✓ |  | A, I, R |
| Ability to maintain existing resources and to plan for opportunities for further development | ✓ |  | A, I, R |
| Ability to create an effective and stimulating learning environment | ✓ |  | A, I, R |
| Experience of ensuring that the learning environment is safe and that risks are adequately assessed |  |  | A, I, R |

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| **Professional Development** | **Essential** | **Desirable** | **How Assessed** |
| QTS | ✓ |  | A, I, R |
| Evidence of recent and appropriate professional development | ✓ |  | A, I, R |
| Sound up to date subject knowledge | ✓ |  | A, I, R |
| Understanding of developmental needs |  | ✓ | A, I, R |
| Minimum of Degree (BA, BSc, B Ed) or Qualification in relevant subject area |  |  | A, I, R |

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| **Other Qualities** | **Essential** | **Desirable** | **How Assessed** |
| Confident ICT user | ✓ |  | A, I, R |
| Set and maintain high professional standards | ✓ |  | A, I, R |

A – Application.

I – Interview.

R – Reference.