

JOB TITLE: Teacher of English (Main Scale, Classroom Teacher)	
Teaching, learning and progress	<ul style="list-style-type: none"> ▪ To ensure a high-quality learning experience for students according to their educational needs, meeting internal and external quality standards. Lessons to be planned, using a variety of delivery methods which will stimulate learning and ensure progress appropriate to student needs and demands of the syllabus. ▪ To set and mark work carried out by the student in school and elsewhere, supporting the school's expectations. ▪ To use data and assessment to inform planning and intervention. ▪ To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required adhering to reporting deadlines. ▪ To be responsible for the care of the teaching rooms and equipment during lesson or tutor group time. ▪ To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. ▪ To contribute to the preparation and resourcing of Department Schemes of Work and policy development, working with other colleagues to develop and teach these. ▪ To attend Parents' Evenings, meetings and events as specified in the school's annual calendar. ▪ To contribute to Department enrichment activities.
Form Tutor	<ul style="list-style-type: none"> ▪ To be a Form Tutor to an assigned group of students. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. ▪ To provide 'first line' support and guidance to students to meet their personal development and achievement needs to promote the general progress and wellbeing of individual students and of the Form Tutor Group as a whole. ▪ To liaise with a Head of Year to ensure the implementation of the school's Year System and to promote involvement in House/Year activities. ▪ Evaluate, monitor and report on the progress and achievement of each student in terms of his or her curricular achievements and extra-curricular activities. ▪ To monitor behaviour, promote school rules and encourage improvement. ▪ To alert the appropriate staff to problems experienced by students and to take suitable actions to help resolve them. ▪ To communicate, where necessary and after consultation with the appropriate staff, with the parents and with persons or bodies outside the school concerned with the welfare of individual students. ▪ To contribute to the House/Year Tutor Programme according to school policy.

Professional Development	<ul style="list-style-type: none"> ▪ To take principal responsibility for one's own Professional Development. ▪ To participate in arrangements for performance management. ▪ To support colleagues in their Professional Development.
School Community	<ul style="list-style-type: none"> ▪ To actively promote the school's ethos in spiritual, moral and social responsibility. To act as a positive role model. ▪ To comply with the school's Health & Safety and safeguarding policies and undertake risk assessments as appropriate and designated supervisory duties. ▪ To attend meetings as per calendar. ▪ To play an active role in the realisation of the school's Development Plan and contribute to whole school initiatives.

TEACHER OF ENGLISH – PERSON SPECIFICATION

Essential	Desirable
<p>Qualifications:</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) with appropriate degree • good academic background <p>Experience:</p> <ul style="list-style-type: none"> • secondary trained <p>This post would be suitable for an established teacher or an enthusiastic person applying for their first teaching post (ECT).</p>	<ul style="list-style-type: none"> • Evidence of commitment to further professional development
<p>Knowledge:</p> <ul style="list-style-type: none"> • Excellent subject knowledge • An understanding of current developments in English teaching, particularly the National Curriculum at KS3 and KS4 • An appreciation of current developments post-16 	<ul style="list-style-type: none"> • An awareness of changes to the National Curriculum for English • Some familiarity with the English GCSE specifications
<p>Philosophy:</p> <p>Commitment to:</p> <ul style="list-style-type: none"> • The principle of comprehensive education • Staff participation in decision making and consultation • The pursuit of high standards, both academic and behavioural • Quality provision for all student including SEN/G&T • Innovation in the teaching of English • The development of high-quality programmes of study in English • Sharing good practice • Coaching and mentoring • Equality of opportunity • Maximising contributions from parents, governors and the community 	<ul style="list-style-type: none"> • A belief that all children can be successful in English • A desire to promote and develop literacy across the curriculum

Skills: <ul style="list-style-type: none"> • Excellent communication • Efficient organisation • The ability to initiate change • A high degree of creativity • Effective teaching and leadership skills • The willingness and capacity to function creatively and generously in a mutually supportive team • Ability to carry out administrative tasks effectively 	<ul style="list-style-type: none"> • Confident use of ICT
Personal Qualities: <ul style="list-style-type: none"> • Skill in communicating with and motivating student of all abilities • Passion for the teaching of English • Ability to contribute with flair and commitment to the effective performance of the department • Capacity to implement curriculum change • Evidence of working in a team • Vision, warmth, energy, enthusiasm, caring, resilience • Good sense of humour 	