

Second in English Person Specification

QUALIFICATIONS AND EXPERIENCE	Essential	Desirable
• Qualified teacher status	✓	
• Recent and successful experience of teaching within the subject area in Key Stages 3 and 4	✓	
• Evidence of continuing professional development		✓
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
• Excellent classroom practitioner	✓	
• Experience of leading change and innovation in an educational context	✓	
• Evidence of keeping up to date with educational thinking and knowledge and relevant current legislation	✓	
• Knowledge and understanding of the principles and practise of school self-evaluation		✓
TEACHING AND LEARNING	Essential	Desirable
• Knowledge of recent reforms and ability to successfully implement them	✓	
• Understanding of the use of a range of data to inform planning and underpin individual student progress	✓	
• Understanding of, and ability to model the characteristics of effective teaching, learning and assessment strategies	✓	
• Experience of, and commitment to, the education of the whole person promoting social and emotional well-being in addition to academic development	✓	
• High expectations of students and colleagues	✓	
PERSONAL	Essential	Desirable
• A commitment to personal development	✓	
• The ability to act with integrity	✓	
• A commitment to continued learning for all members of the community	✓	
• The ability to prioritise, plan and organise self and others	✓	
• The ability to think creatively to anticipate and solve problems	✓	
• Commitment to the use of emerging technologies	✓	
• Excellent written and oral communication skills for a variety of audiences	✓	
ACCOUNTABILITY	Essential	Desirable
• Ability to build and maintain effective links with stakeholders	✓	
• Ability to engage with parents in the education of their children	✓	

In addition to the candidates' ability to perform the duties of the post, the interview process will also explore issues relating to safeguarding and promoting the welfare of children including motivation to work with children and young people, ability to form and maintain appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours, and attitudes to use of authority and maintaining discipline.