Person Specification
Castleford Academy
Teacher of English

	Essential	Desirable
Qualifications	• Qualified Teacher Status. • A degree in English or other related subject.	• Honours degree.
Experience	• Ability to be an outstanding teaching practitioner. • Delivery of exceptional attainment for all pupils. • Effective use of AFL. • Exceptional classroom management skills. • Working with a wide range of SEN needs.	• Developing partnerships with other schools and outside agencies. • Developing appropriate SOW at both KS3 & KS4 • Working effectively as a form tutor.
Knowledge	• Effective use of assessment and attainment data to improve departmental standards and practices. • Have knowledge of the wide variety of courses available for pupils across KS3 & 4.	• An understanding of KS2 curriculum.
Skills and Abilities	• Excellent communicator. • Excellent organisational skills • Competent user of ICT. • Ability to meet deadlines. • Ability to interpret data effectively and implement intervention strategies where necessary. • Ability to adapt to ever changing priorities. • Understand and have the ability to differentiate for the wide range of SEN pupils within the academy.	• Able to support staff and pupils in maintaining high standards.
Professional Development	• Ability to provide evidence to show a commitment to professional development.	
Values	• Committed to Castleford Academy Values. • Committed to achieving the best for every pupil. • Support Academy ethos and values at all times both within the Academy and the wider community. • Committed to inspiring pupils and staff in the development of teaching initiatives and strategies, promoting English as a subject.	• Active contribution to the wider part of academy life.

Personal Qualities	• Inspirational, dedicated and motivated individual. • Desire to be the best you can be. • Passionate about the education of young people. • Passion for English. • The ability to stay calm under pressure.	• Enthusiasm and perseverance Integrity and reliability.

Job Description
Teacher of English

RESPONSIBLE TO	Leader of English

MAIN AREAS OF RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated English curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with Academy policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to area child protection procedures.

Teaching & Learning

- Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
- Set homework regularly, (in accordance with the Academy homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
- Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Support individual learning for pupils of all ability levels by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Work within the Teaching & Learning Policy, using clear and precise learning objectives and defining criteria for success for each lesson.
- Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
- Implement new initiatives, Academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
- Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
- Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
- Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
- Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.

Subject Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- Keep up-to-date with research and developments in pedagogy in the subject area.
- Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
- Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Professional Standards and Development

- Be a role model to pupils through personal presentation and professional conduct.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
- Cover for absent colleagues as is reasonable, fair and equitable and line with rarely cover regulations.
- Establish effective working relationships with professional colleagues and associate staff.
- Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including 'safeguarding' to implementing the Children Act 2004 and the role of the education service in protecting children.
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
- Be aware of the role of the Governing Body of the Academy and support it in performing its duties.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
- Consider the needs of all pupils within lessons (and implement specialist advice) especially those who: have SEN; are disadvantaged or more able or those who do not yet understand English.

Form Tutor

- Maintain an accurate record of attendance for each student in the tutor group.
- Be responsible for the day to day pastoral care of each student in the tutor group:
  - to build relationships based on mutual trust, confidence;
  - to be aware of any pupils with special needs;
  - to build good working relationships with parents;
  - to offer advice on all aspects of the child's behaviour or work;
  - to monitor the health and welfare of each member of the tutor group;
  - to monitor the performance of each child and set goals via action plans developed from the review procedure.
- Attend meetings organised by the Year Leader and/or other members of staff, as appropriate.
- Maintain accurate records on the pupils' progress in all subject areas and to store and to have available all information related to the pupils in your form group.
- Provide information to maintain the accuracy of the Academy database.
- Ensure that the personal file of the student contains copies of all documents relevant to the student.
- Write or to be involved in writing such references as may from time to time be required.
- Monitor the personal appearance, standard of uniform, progress and behaviour of members of the form tutor group.
- Check student planners and equipment regularly and to take the appropriate action in the case of incompleteness.
- Check circulated information closely to ensure that the pupils are kept well informed.
- Attend assemblies as appropriate and take registers.
- Attend Parents Evenings relating to members of their tutor group as appropriate.
- Undertake such other tasks as may from time to time be required within the overall purview of the post.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

CPD

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Academy curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.

- Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
- Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
- Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially ECTs and ITTs.
- Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

Candidates must also be willing to undertake any other responsibilities in line with their grade as requested by the academy.