

PERSON SPECIFICATION – English Teacher

Knowledge	Essential	Desirable
<i>Education & Qualifications</i>	<p>Degree level qualification</p> <p>QTS Status and experience of teaching across at least two key stages in training, or Successful ECT Training</p>	<p>Post Graduate Qualification</p> <p>Relevant professional development over the last 2 years</p>
<i>Knowledge and Skills</i>	<p>Relevant knowledge and skill to Teach English to KS4</p> <p>Ability to take initiative, lead, motivate, inspire and support students to achieve excellence</p> <p>Able to communicate at an appropriate level both written and orally</p> <p>Ability to establish good working relationships with all relevant key contacts</p> <p>Ability to form and monitor appropriate relationship and personal boundaries with children and young people</p> <p>Good organisational and planning skills, able to work on own initiative with minimal supervision and to meet deadlines</p> <p>Ability to undertake self-evaluation and plan and execute improvements</p> <p>The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students</p> <p>Good numeracy, literacy and ICT skills</p>	<p>Relevant knowledge and skill to teach English to KS5</p> <p>Able to ensure that technologies are used effectively to improve learning</p> <p>A range of strategies for creating a positive climate for learning</p> <p>Evidence of excellent classroom practice</p> <p>A sound knowledge and understanding of current curriculum developments</p>
<i>Qualities</i>	<p>The ability to inspire young people to learn in English</p> <p>Appropriately motivated to work with children and young people</p> <p>A commitment to lifelong professional</p>	<p>A willingness to be involved in extended curriculum opportunities in the subject area</p> <p>Knowledge of changes to SEND agenda</p>

	<p>learning Motivated to do the job well and to continuously develop</p> <p>Patience and reliability</p> <p>Emotional resilience appropriate to job and level of responsibility</p> <p>Strong team ethic, supportive of others and covering for other staff if needed</p> <p>A reflective Practitioner</p> <p>A commitment to inclusive education and to the trust/academy ethos and values</p> <p>Appropriate attitude to use of authority and maintaining discipline</p> <p>Ability to work under pressure and meet deadlines</p> <p>Able to learn and develop pedagogy and practice from others in your team</p> <p>An understanding of child protection and safeguarding in educational establishments.</p>	<p>The capacity to contribute to the leadership and management of the whole Academy</p>
<p><i>Experience</i></p>	<p>An understanding of the use of assessment to inform planning</p> <p>Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance</p> <p>An understanding of the principles of Keeping Children Safe in Education and a commitment to ensuring the health, safety and wellbeing of all children</p>	<p>Experience of working with students with social, emotional and learning difficulties</p> <p>Experience of performance management cycles and systems</p>
<p><i>Special Requirements</i></p>	<p>All post holders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.</p>	