

**Teacher of English - Person Specification**

**You should be able to demonstrate that you meet the following criteria:**

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| **E = Essential**  **D = Desirable** |  | **Measured by:**  **A. Application Form B. Test / Exercise**  **I. Interview R. References**  **C. Certificates** |

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|  | **Qualifications** |  |
| **E** | Have a Degree in English or a closely related relevant subject | **A R C** |
| **E** | Have a QTS, PGCE or equivalent – the post is suitable for NQT candidates | **A R C** |

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|  | **Knowledge & Skills** |  |
| **E** | To teach to a high standard across all key stages, using professional links to the industry as applicable | **A R** |
| **E** | Possess knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | **A I** |
| **E** | Possess knowledge, understanding and commitment to safeguarding and promoting the welfare of students | **A I** |
| **E** | Possess good all round ICT skills | **R** |
| **E** | To be able to reach a consistently good standard of teaching | **R** |
| **E** | To be resilient, reliable, and possess a sense of humour | **I** |
| **E** | Possess the ability to use progress data of students to benchmark, track and raise attainment of students for whom responsible | **I** |
| **E** | Have good working knowledge of assessment for learning approaches and their classroom application | **I** |
| **E** | Possess strong interpersonal skills and be able to work effectively as part of a team | **R I** |
| **E** | To promote equality, diversity and inclusion and demonstrate this within the role. | **A I** |
| **E** | To be jointly responsible for promoting and safeguarding the welfare of students | **A I** |
| **E** | To be able to form and maintain appropriate relationships and personal boundaries with students | **A I** |

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|  | **Experience** |  |
| **E** | Recent, relevant classroom practice | **A** |
| **E** | Evidence of working with young people effectively | **R** |
| **E** | Successful contributions towork | **R** |

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|  | **Continuous Professional Development** |  |  |
| **E** | Evidence of commitment to personal CPD. | **A** | |
| **E** | Be able to lead the development of others. | **A** | |

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|  | **Personal Qualities** |  |
| **E** | Be respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability | **A I** |
| **E** | Be committed to raising standards of achievement through high quality classroom practice | **I** |
| **E** | Take a key role in contributing to extra-curricular activities within English department, which may require after school and weekend rehearsals | **A I** |
| **E** | Be committed to the principles of the Academy programme | **I** |
| **E** | Possess personal integrity, warmth and a willingness to grow and learn | **I** |
| **E** | Be committed to the education of the ‘whole child,’ i.e. social, emotional and citizenship development | I |

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

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| Signed | R.Chattoe | Dated | November 2021 |  |