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**PERSON SPECIFICATION**

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| **Job Title** | **TEACHER OF ENGLISH** |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. Skills, Competency and Knowledge** | | |
| 1.1 | To have a detailed knowledge of the requirements of the English curriculum | Application form/Interview |
| 1.2 | Conversant with the planning and delivery of KS3 & KS4 English courses with a view to improving progress and attainment | Application form/Interview |
| 1.3 | The ability to accurately assess the quality of the work of pupils against national standards | Application form/Interview |
| 1.4 | Proven organisational skills | Application form/Interview |
| 1.5 | Ability to teach up to GCSE standard | Lesson observation/Interview |
| 1.6 | High level teaching skills | Lesson observation/Interview |
| 1.7 | Set high expectations for student behaviour and establish a clear framework for classroom discipline promoting self-control and independence whilst managing students’ behaviour constructively | Lesson observation/Interview |
| 1.8 | Good communication skills | Application form/Interview |
| 1.9 | Work effectively as part of a team developing positive relationships with colleagues, students, parents/carers and other agencies, as appropriate | Application form/Interview |
| 1.10 | The ability to promote the social, moral, spiritual and cultural development of pupils through Historyteaching | Lesson observation/  Application for/Interview |
| 1.11 | The ability to promote RWCM through English teaching | Lesson observation/  Application form/Interview |
| 1.12 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 1.13 | **Caring for Customers** - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 1.14 | **Developing Self and Others** - Ability to question, and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. To support colleagues in their learning and share learning with others | Application Form/Interview |
| 1.15 | **Health and Safety -** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 1.16 | **Confidentiality -** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
| 1.17 | **Energy Efficiency -** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

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| **2. Experience/Qualifications/Training etc.** | | |
| 2.1 | To hold an Honours Degree in English | Application form/Certificates |
| 2.2 | DfE Qualified Teacher Status | Application form |
| 2.3 | Post qualification professional development | Application form/Interview |
| 2.4 | Successful teaching experience to, at least, GCSE level | Application form/Interview |

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| **3. Personal Qualities** | | |
| 3.1 | Clear dedication to teaching as a career | Application form/Interview |
| 3.2 | Energy and enthusiasm and a liking for work with young people | Application form/Interview |
| 3.3 | Flexibility and an ability to respond creatively to changing circumstances | Application form/Interview |
| 3.4 | Ability to relate well with colleagues and pupils | Interview and interaction with others whilst visiting school |
| 3.5 | Constant and consistent expectations of high standards | Interview |
| 3.6 | Commitment to involving parents/carers as partners in the education process | Interview |
| 3.7 | Appropriate professional dress and appearance | Interview |
| 3.8 | Sense of humour | Interview |
| 3.9 | Commitment to extra-curricular activities | Application Form/Interview |

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| Note to Applicants**: Please try to show in your application form and supporting letter, how best you meet these requirements** | |
| **Date Person Specification prepared/updated** | April 2025 |
| **Person Specification prepared by** | HR |