## **ROBERT CARRE TRUST TEACHER OF ENGLISH** PERSON SPECIFICATION

|   |   | Impoi        | tance        |                         |
|---|---|--------------|--------------|-------------------------|
|   | Criteria  | Essential    | Desirable    | Method of<br>Assessment |
| Qualifications and                          | Good Honours Degree in English or related subject   |              |              | A                       |
| General Experience                          | Recognised Teaching Qualification   |              |              | A                       |
|   | Recent and relevant training and CPD  |              |              | A/I                     |
| Teaching<br>Experience                      | Successful teaching experience in secondary schools   |              | $\checkmark$ | A/I/R                   |
|   | Experience of teaching of English in KS4  |              |              | A/I/R                   |
|   | Evidence of promoting learning within a productive,   | $$           |              | A/I/R                   |
|   | disciplined and caring environment  |              |              |                         |
|   | Experience of and/or willingness to support students  | $$           |              | A/I                     |
| <b>.</b>                                    | as a form tutor   | 1            |              |                         |
| Professional<br>Knowledge and<br>Experience | Excellent Literacy and ICT skills   |              |              | A/I                     |
|   | Experience of target setting and monitoring student   | $$           |              | A/I/R                   |
|   | attainment and progress   |              |              | •                       |
|   | Good understanding of student data and its use to   |              |              | A                       |
|   | enhance learning  |              |              | A/I                     |
|   | A knowledge of effective strategies to raise levels of  | N            |              | AVI                     |
|   | student attainment, including for the most able<br>An understanding of assessment theory and practice                                 |              |              | A/I                     |
|   | An understanding and proven success of various  | $\sqrt{1}$   |              | A/I<br>A/I              |
|   | teaching and learning strategies  | N            |              |                         |
|   | Knowledge and understanding of current educational  |              |              | A/I                     |
|   | priorities and practice, new technologies and   | Ň            |              |                         |
|   | personalisation and curriculum changes  |              |              |                         |
| Personal Attributes                         | High expectations of oneself and others   |              |              | I/R                     |
|   | Show a real passion for English   | Ń            |              |                         |
|   | A genuine commitment to the academic, personal  | V            |              | I/R                     |
|   | and social development of students  |              |              |                         |
|   | Energy, enthusiasm and commitment   |              |              | 1                       |
|   | Flexibility, imagination, resilience under pressure,  |              |              | I/R                     |
|   | reliability and integrity   |              |              |                         |
|   | A positive attitude to school, innovation and change  |              |              | I/R                     |
|   | Self-awareness  |              |              | I/R                     |
|   | Excellent attendance, punctuality and time management   | $\checkmark$ |              | R                       |
|   | Excellent relationships and interpersonal skills when<br>working with students, colleagues, parents/carers<br>and other professionals | V            |              | A/I/R                   |
|   | Ability to demonstrate sound, balanced judgement with decisiveness, flexibility and empathy   | $\checkmark$ |              | l/R                     |
|   | A commitment to enrichment activities   |              | $\checkmark$ | A/I/R                   |
| Safeguarding                                | A commitment to the safeguarding of children and young people   | $\checkmark$ |              | I                       |
|   | J - ···· J - ···· J - ····  | 1            | 1            | 1                       |

A = Application Form and Letter I = Interview

R = Reference