



PERSON SPECIFICATION

Teacher of English

The following outlines the key skills and experiences required for this position.

The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context. You should refer to these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form an evidence base.

The panel will use the following assessments tools:

- Application form (A)
- Interview/assessment activities (I)
- References and other employment checks (R)

	Essential	Desirable	Measured
Knowledge and Experience	• The ability to teach English to GCSE level • Demonstrable track record of delivering excellent student outcomes • Familiarity with the English exam and curriculum requirements for all key stages	• Experience of leading CPD activities for colleagues • Evidence of successfully developing the practice of other colleagues	A/I/R
Education and Qualifications	• QTS status by the time of the commencement of the post • Qualified to degree Level in a relevant subject • Willingness to undertake further training to support curriculum developments in English	• Master's degree or similar in a relevant subject	A

Skills	• The ability to teach lessons which are consistently good or outstanding • The ability to deploy behaviour management strategies effectively • The ability to use a variety of techniques to engage students and ensure good standards of behaviour • A passion for developing effective pedagogical practice and the ability to consistently demonstrate this to others • Strong teamwork, contributing ideas and assisting with faculty procedures • The ability to take initiative, make decisions and respond to problems • Contribution to the wider life of the academy, supporting extra-curricular and intervention initiatives • Involvement in curriculum development and increase the profile of the English within the academy • Competence and interest in using ICT in the classroom	• Effective ICT skills	I/R
Knowledge and Understanding	• Knowledge and understanding of the statutory requirements of legislation concerning equal opportunities, disability, child protection, health and safety and safeguarding • Understanding of how to use data to analyse past and current performance in order to improve outcomes • Up-to- date knowledge of latest specifications and curriculum developments in all key stages • Understanding of the latest evidence and thinking regarding effective practice in	• Experience of interpreting official government data on schools • Experience of using other data packages (e.g. FFT, SISRA, ALPS) at the class level of analysis	

	English teaching and assessment and what this looks like in the classroom		
Personal attributes	• Genuine respect for, and motivation for working with, young people, a commitment to inclusive education and a willingness to respond to the needs of all • Total commitment to continually improving the education of our students • Capacity for sustained hard work and resilience • Strong commitment to improving outcomes for all students and the drive and determination to make this happen • Ability to lead, motivate and inspire and to build warm and effective professional relationships with staff, students and parents • Commitment to extra-curricular activities and revision opportunities outside the classroom, within the faculty • Ability to show initiative and work independently, as well as part of a team • Excellent organisational skills • Reliability, resilience, professionalism and integrity • Commitment to inclusion		A/I/R