

## Personnel Specification

<b>Job Title:</b>	<b>Teacher of English</b>
<b>Salary:</b>	<b>TMS/ UPS</b>
<b>Post Name:</b>	

ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree or equivalent</li> </ul>	<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Degree in relevant subject</li> <li>• Evidence of further study and professional Development</li> </ul>
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Evidence of successful teaching of English within Key Stage 3 and 4</li> <li>• Experience of the role of Tutor</li> </ul>	<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Experience of teaching a tutorial programme</li> <li>• Experience of teaching other GCSE course eg. Media, Business Studies</li> </ul>
<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>• A sound knowledge of the English Curriculums</li> <li>• A firm grasp of the assessment of English</li> <li>• Evidence of using Information and Communications Technology in teaching</li> <li>• Knowledge of S.E.N. Code of Practice and its application</li> <li>• An understanding of the contribution that Literacy, Numeracy and ICT can make to the whole curriculum</li> </ul>	<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>• An awareness of wider curriculum issues</li> <li>• Evidence of contributing to curriculum development</li> </ul>

*Continues overleaf*

ESSENTIAL	DESIRABLE
<b>MAT ETHOS &amp; EXPECTATIONS</b> <ul style="list-style-type: none"> <li>• High expectations of students' achievement and behaviour</li> <li>• A commitment to playing a full part in the Pastoral Welfare of students as a form tutor and through the delivery of the pastoral programme</li> <li>• A commitment to extra-curricular activities.</li> <li>• A willingness to work with colleagues in other schools to improve students' learning opportunities</li> </ul>	<b>MAT ETHOS &amp; EXPECTATIONS</b> <ul style="list-style-type: none"> <li>• An understanding of the procedures and processes of Assertive Discipline</li> </ul>
<b>TEACHING &amp; MANAGING STUDENTS' LEARNING</b> <ul style="list-style-type: none"> <li>• A clear vision of the teaching of English.</li> <li>• A track record of outstanding teaching ability</li> <li>• Evidence of strong classroom management skills to ensure effective teaching and learning</li> <li>• An understanding of monitoring and evaluation strategies</li> <li>• An ability to identify and support students with SEN</li> <li>• Evidence of thorough planning, preparation and delivery of lessons to focus on specific learning outcomes</li> </ul>	<b>TEACHING &amp; MANAGING STUDENTS' LEARNING</b> <ul style="list-style-type: none"> <li>• Evidence of professional leadership</li> <li>• Evidence of development planning</li> </ul>
<b>RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• An ability to make constructive working relationships with colleagues and children</li> <li>• An ability to work in a team and contribute to new developments within the Department</li> </ul>	<b>RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>• Evidence of working with parents and the local community</li> </ul>
<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• An ability to inspire colleagues</li> <li>• Good personal organisation and time management</li> <li>• An ability to use initiative</li> <li>• An ability to communicate orally and in writing</li> <li>• Flexibility</li> </ul>	<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• A buoyant personality</li> <li>• Interests outside of school</li> </ul>

