

PERSON SPECIFICATION

Job Title: Subject Teacher English **Duration:** Permanent

No		Essential/ Desirable	Application Form	Assessed by I/T/R/O
QUA	ALIFICATIONS	Desirable	1 01111	by II mus
1	A relevant degree qualification.	E		
2	Qualified Teacher Status or working towards	E	\	
	qualification.	_	· ·	
EXP	ERIENCE	•	•	•
3	Track record of delivering "outstanding" teaching in	D	√	
	Englis.			
4	Sustained delivery of outstanding achievement.	D		
5	Innovation & creativity to engage, enthuse &	E	$\sqrt{}$	$\sqrt{}$
	progress learners.			,
6	Partnership and team working.	D		$\sqrt{}$
	LITIES, SKILLS AND KNOWLEDGE		,	
7	Ability to teach to GCSE English	E	√ √	,
8	Ability to deliver effective and outstanding learning	E		$\sqrt{}$
	and teaching in the classroom.	_		,
9	Ability to deliver the highest standards of behaviour	E		√
4.0	management.	_	,	,
10	Current knowledge of curricula, specifications and	E	√	V
44	assessment criteria in main subject area.			.1
11 12	Ability to prioritise conflicting demands.	<u>Е</u> Е		V
12	Ability to set clear articulated targets, to track progress and adopt strategies towards achieving	_	√	l V
	them.			
13	Ability to use ICT and technology in the classroom	Е	1	V
	to deliver engaging lessons and monitor student	_		,
	progress effectively.			
14	Ability to communicate effectively, articulately and	Е	√	V
	sensitively with a range of groups and individuals,			
	including effective feedback to accelerate learning.			
15	Ability to provide pastoral support to young people	E	$\sqrt{}$	$\sqrt{}$
	in a form group setting.			
	SONAL QUALITIES		,	
16	Commitment to delivering after-school and	E	$\sqrt{}$	
	pre-exam sessions as required and enrichment			
4-7	opportunities for learners.			1
17	Highly organised and emotionally literate.	E	.1	. I
18	A strong belief in the value of education in	E	$\sqrt{}$	N V
10	developing citizens. Highest levels of professional and personal	Е	1 1	V
19	integrity.	-	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
20	A strong commitment to inclusion and overcoming	Е	1 1	√
20	barriers to learning and achievement.		'	· ·
21	Personal resilience, persistence and perseverance.	Е	√ √	
22	Commitment to the pursuit of continuous	E	\ \ \ \ \ \	√ √
	professional development of oneself and others.	_	'	,

