

PERSON SPECIFICATION

Teacher of English

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

| Qualifications & Training | Essential | Desirable | How Identified |
|--|-----------|-----------|----------------------------------|
| Qualified Teacher Status | X | | Application |
| A degree in English, English Literature, or a closely related subject | X | | |
| Evidence of a commitment to own professional development | X | | |
| Personal Attributes | Essential | Desirable | How Identified |
| Are highly ambitious for self and organisational growth | X | | Application Interview Task |
| Are brave in leadership decision making, being innovative and forging new paths | X | | |
| Are curious to identify solutions based on rigorous evidence and research | X | | |
| Are determined to overcome obstacles and resilient in the face of challenge | X | | |
| Are open minded to bringing about extraordinary change which may challenge the norm | X | | |
| Are fast and nimble to address emerging needs and underperformance | X | | |
| Are good , moral, truthful and treat others with respect | X | | |
| Knowledge & Experience | Essential | Desirable | How Identified |
| Experience of teaching in a secondary school / academy setting | X | | Application Interview Task |
| Strong knowledge of English Language and Literature, including current curriculum standards. | X | | |

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|---|------------------|------------------|----------------------------|
| Proven success in achieving positive outcomes for diverse groups of learners. | X | | |
| Experience with special educational needs (SEN) or English as an Additional Language (EAL) learners. | | X | |
| Involvement in extracurricular activities related to English, such as drama, creative writing, or debate clubs. | | X | |
| Knowledge of assessment frameworks and ability to provide constructive feedback. | X | | |
| Competence in using a range of teaching methodologies and digital technologies to enhance learning. | X | | |
| Skills | Essential | Desirable | How Identified |
| Strong classroom management skills and ability to create a positive learning environment. | X | | Application Interview Task |
| Ability to plan, deliver, and assess engaging and effective lessons | X | | |
| A passion for English and the ability to inspire students to achieve their best. | X | | |
| Strong interpersonal and communication skills to collaborate effectively with students, colleagues, and parents. | X | | |
| Equal Opportunities | Essential | Desirable | How Identified |
| Demonstrate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | X | | Application Interview Task |
| Committed to equal opportunities policies relating to gender, race and disability in an educational context | X | | |
| Safeguarding | Essential | Desirable | How Identified |

| | | | |
|---|----------|--|----------------------------|
| Committed to the protection and safeguarding of children and young people | X | | Application Interview Task |
| Demonstrates up to date knowledge of relevant legislation and guidance in relation to working with young people | X | | |