|  |  |
| --- | --- |
|  |  |

|  |
| --- |
| **Lead Practitioner English - Personal Specification** |

|  |
| --- |
| **You should be able to demonstrate that you meet the following criteria:** |

|  |  |  |
| --- | --- | --- |
| **E = Essential****D = Desirable** |  | **Measured by:**1. **Application Form B. Test / Exercise**
2. **Interview D. References**
 |

|  |  |  |
| --- | --- | --- |
|  | **Qualifications** |  |
| **E****E** | * Good degree in relevant subject
* PGCE or equivalent
* QTS – the post is not suitable for NQT candidates
 | **A****A** |

|  |  |  |
| --- | --- | --- |
|  | **Experience/Knowledge** |  |
| **E****E****E****D****D****E****E****E****E****E** | * Recent successful experience as an effective, successful classroom teacher.
* Experience in raising the attainment of groups of students
* A good understanding of the key stage three and four curriculum and recent relevant changes in English.
* Experience of leading and coaching other colleagues.
* Experience of working with underperforming members of staff to support and develop their progress with students.
* Evidence of working with young people effectively
* Successful contributions to team work
* Teach to a high standard across all key stages, using professional links to the industry as applicable
* Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application
* Knowledge, understanding and commitment to safeguarding and promoting the welfare of students
 | **A****A C****A C****A C****A C****A D****A B****A D****A B****A C****D** |

|  |  |  |
| --- | --- | --- |
|  | **Skills, Attributes and Abilities** |  |
| **E****E****E****E****E****E****E****E****E** | * Good all round ICT skills
* Be able to reach a consistently good standard of teaching
* Be resilient, reliable, in good health, and possess a sense of humour
* Ability to use progress data of students to benchmark, track and raise attainment of students for whom responsible
* Good working knowledge of assessment for learning approaches and their classroom application
* Possess strong interpersonal skills and be able to work effectively as part of a team
* To promote equality, diversity and inclusion and demonstrate this within the role.
* To be jointly responsible for promoting and safeguarding the welfare of students
* Ability to form and maintain appropriate relationships and personal boundaries with students
 | **A****D****D****C****C****D C****A C****A C****A C** |

|  |  |  |
| --- | --- | --- |
|  | **General** |  |
| **E****E****E****E****E****E****E** | * Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and ability
* Committed to raising standards of achievement through high quality classroom practice
* Take a key role in contributing to extra-curricular activities within Performing Arts which may require after school and weekend rehearsals
* Committed to the principles of the Academy programme
* Possess personal integrity, warmth and a willingness to grow and learn
* Commitment to the education of the ‘whole child,’ i.e. social, emotional and citizenship development
* Enhanced CRB Disclosure
 | **A C****C****A C****C****C****C****B** |