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

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

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

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

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|  | **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** |

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|  | **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** |

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|  | **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** |