

Deputy Headteacher

English Curriculum Development across the Multi-Academy Trust

The posts advertised have arisen due to changes in staffing in the English team.

1. A commitment to the value of English as an important element in the personal development of young people.
2. The ability to teach English to the highest level of attainment in KS3, KS4 and KS5.
3. A commitment to developing personal expertise in teaching all aspects of English and the drive to keep abreast of new ideas and approaches.
4. An innovative approach to creating a positive learning environment, using a range of teaching and learning strategies and approaches. (Including the incorporation of citizenship, literacy and numeracy).
5. Proven ability in the use of ICT in the classroom and some knowledge of the use of interactive white boards is essential.
6. An enthusiasm for teaching and learning and the ability to communicate this to children.
7. The ability to work with pupils at all ability levels and take action to enhance their learning.
8. The capacity to work within the English team and make contributions to the development of schemes of work, resources, fieldwork and to extra-curricular activities.
9. A willingness to represent the English department in cross-curricular working parties and work with outside organisations in order to enrich the experience of pupils.
10. A commitment to participating in the enhancement of the learning environment through displays that positively reinforces pupils' work.
11. The willingness to make a contribution as a tutor.

12. A sense of humour.

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS (Secondary age range) • Degree level (or equivalent) qualification 	<ul style="list-style-type: none"> • Further professional qualification e.g. Leadership Pathways, NPQH and MA/PHD 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • At least 5 years teaching experience (secondary) • Outstanding teaching ability • Has contributed to the effective raising of standards • Demonstrable evidence of raising the standards of attainment, progress or learning and teaching • Successful experience of visioning, planning and implementing change • Responsibility for aspects of leadership and management in a whole school context • Use of technology to improve systems that raise student achievement • Effective line management of other staff • An understanding of educational developments on a national level 	<ul style="list-style-type: none"> • Experience of working in a wider context than an individual school • Leading INSET • Effective collaboration with external agencies • Development of innovative learning initiatives • Senior Leadership experience • Experience of developing competitive debating and oracy 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant further professional development • Performance management experience • Recognition that life-long learning is an essential part of personal development • Evidence of coaching • Evidence of leading the professional development of other staff 	<ul style="list-style-type: none"> • Leading CPD to others 	<ul style="list-style-type: none"> • Application form • Letter • Interview
Personal qualities, skills and characteristics	<ul style="list-style-type: none"> • Well-reasoned educational philosophy in tune with the school ethos • Clear vision and understanding of the needs of young people in a secondary school environment • Excellent classroom teaching skills • Build and maintain effective relationships through effective interpersonal skills • Excellent leadership, motivational and communication skills • Inspire, challenge, motivate and empower others • Think creatively to anticipate and solve problems • Build on current good practice whilst moving the school forward with vision and vigour 	<ul style="list-style-type: none"> • Can identify outstanding teaching • Generosity of time and spirit 	<ul style="list-style-type: none"> • Letter • Interview

	<ul style="list-style-type: none"> • Develop effective teamwork and be able to contribute effectively to a range of teams • Think strategically and contribute to creating a coherent school vision • Inclusive approach to education • Caring attitude towards staff, pupils and parents • High expectations of self and others • Manage and resolve conflict • Work under pressure, maintaining a sense of perspective and humour • Commitment, honesty and dedication • Ability to manage own time effectively • Reliability and integrity • Resilience and tenacity • Humour, warmth and energy 		
Knowledge / special aptitudes	<ul style="list-style-type: none"> • Knowledge of current educational trends, teaching developments and educational initiatives • Some experience of pastoral and behaviour for learning • A commitment to the principles of Achievement for All • Excellent knowledge and understanding of diversity and equality requirements • A belief in the role of independent learning in education with the ability to articulate and deliver this vision • Excellent strategies for discipline • A dedication to high academic standards • A belief in working in partnership and as part of an established team • Proven ability in the development of effective structures and systems • Ability to think strategically • Very good literacy skills 	<ul style="list-style-type: none"> • Up to date knowledge of Ofsted standards • A creative approach to teaching development, learning and behaviour for learning • Experience of working with SIMS • Some experience of whole school budgeting • A understanding of IAG • An understanding of how to track key indicators such as progress across the whole school. 	<ul style="list-style-type: none"> • Letter • Interview
Other	<ul style="list-style-type: none"> • Outstanding references 		<ul style="list-style-type: none"> • References

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;

- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.