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| Job title: | **TEACHER OF ENGLISH** |
| Reports to: | **Head of ENGLISH** |
| Department: | ENGLISH |
|  | **Qualifications and professional development** |
|  |  |
|  | * Qualified Teacher Status
 |
|  | * Good honours graduate
 |
|  | * A sound academic background in the subject
 |
|  | **successful experience of:** |
|  |  |
|  | * Working in a secondary school across the 11-18 age and ability range
 |
|  | * Raising levels of achievement
 |
|  | * Encouraging innovative curriculum development
 |
|  | * Using ICT for curriculum and administration purposes
 |
|  | **knowledge and understanding of:** |
|  |  |
|  | * Current educational developments in English
 |
|  | * Outstanding teaching and learning in English
 |
|  | * Strategies for raising achievement in the subject and across the whole Academy
 |
|  | * Different teaching and learning styles
 |
|  | * The use of performance data to track student progress and inform targeted intervention
 |
|  | * Strategies for ensuring equal opportunities for staff and students
 |
|  | * Strategies for narrowing educational outcomes in English for all learner groups
 |
|  | **proven ability to make decisions and problem solve** |
|  |  |
|  | * Judge when to make decisions, consult with others or defer to line manager
 |
|  | * Analyse, understand and interpret relevant information and data
 |
|  | * Think creatively and imaginatively to anticipate and solve problems and identify opportunities
 |
|  | **communication skills** |
|  |  |
|  | * Communicate effectively, orally and in writing, with staff, students, parents, external agencies and the wider community
 |
|  | * Negotiate and consult effectively
 |
|  | **self-management – ability to:** |
|  |  |
|  | * Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching and planning
 |
|  | * Achieve challenging professional goals
 |
|  | * Take responsibility for your own professional development
 |
|  | **attributes and attitudes** |
|  |  |
|  | * Personal impact and presence
 |
|  | * Adaptability to changing circumstances and new ideas
 |
|  | * Energy, vigour and perseverance
 |
|  | * Highest possible expectations of self and others
 |
|  | * Self-confidence and enthusiasm
 |
|  | * Intellectual ability
 |
|  | * Vision, imagination and creativity
 |
|  | * Reliability, loyalty and integrity
 |
|  | * Ability to manage and overcome setbacks
 |
|  | * Ambition and the potential for further development
 |
|  | * An excellent record of attendance and punctuality
 |
|  | * An understanding of the requirements of safeguarding children and young people and promoting their welfare
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|  |  |