**HGS Person Specification – Teacher (Generic)**

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| **Criterion** | **Essential** |
| **Education and Qualifications** | Degree or better in specialist or related subject  L2 English and Maths  Teaching qualification  Qualified Teacher Status |
| **Specialist Knowledge** | Clear understanding of the National Curriculum and its application to the specialist subject.  Understanding of strategies to improve learning and student enjoyment of learning.  Effective use of classroom management skills.  Effective use of assessment for learning in the classroom.  Good literacy, numeracy and ICT skills. |
| **Teaching Experience** | Evidence of consistent successful teaching at KS3, KS4 & KS5.  Evidence of effective use of ICT in the classroom to enhance learning.  Contribution to the pastoral development of students.  Experience of being a Form Tutor. |
| **Skills and Aptitudes** | Ability to relate to teachers, other professionals, parents and students.  Willingness to learn from others and to contribute own experience and understanding to enhance the practice of others. Ability to work as a member of a team and on own initiative.  Ability to apply current teaching techniques well.  Willingness to help move the Department forward.  Willingness to improve own pedagogy to keep up with the latest ideas in L&T.  Hard working and with a sense of humour.  Reliability and integrity  Tact and diplomacy  Confidence (but not arrogance) with colleagues and students.  Developed ability to understand self and others. |
| **Other** | Willingness to undertake training as required.  Willingness to take a full part in the life of the school.  Excellent attendance and punctuality record. |

# HANDSWORTH GRAMMAR SCHOOL ENGLISH DEPARTMENT

The English department comprises, at present, five full-time English specialists who teach across the age and ability range within the school and are encouraged to pursue their individual interests within the wider framework of the KS3 and KS4 curricula. The HOD is supported by a Second-in-Department who has responsibility for all work at KS3.

The department teaches the new AQA Specification for English Language and English Literature at GCSE and the vast majority of the Year 11 cohort is entered for Higher Tier in both subjects. At ‘A’ Level the department offers a variety of courses: AQA English Literature: Specification B in Year 13 and OCR in Year 12 and AQA English Language and Literature: Specification B in both years. Both examinations are popular subjects with students.

We want our students to find our subject enjoyable and challenging at all key stages: class readers at KS3 are chosen for their rigour of language and theme and we respond to student recommendation when selecting new titles. There are formal Schemes-of-Work to accompany all texts but we do not expect teachers to adhere slavishly to them and we are constantly adding new activities to existing set texts. English lessons should always aim to be challenging, interactive and imaginative in a way that allows all students a full participation.

KS3 Students are taught in mixed ability form groups but at KS4 these filter into five GCSE sets: one group of the most academically able and four mixed groups in which there may be a small number of students who need for individualised help to achieve their potential.

With GCSE students it is, of course, necessary to provide full, prescribed coverage of the exam work, but in the production of Controlled Assessments, where there is some flexibility, teachers use texts – both written and moving image – that they find interesting and appropriate. As a result, our students produce some outstanding examination writing.

At Sixth Form level there are plenty of in-house support materials for students to use and individual teachers are encouraged to follow their own interests in the choice of set texts. This study is accompanied by class-viewings of DVDs and trips to the theatre, either locally or in London. ‘A’ Level students are expected to play an active role in their lessons and to learn to become academically independent.