

Person Specification

POST TITLE: Head of English

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree in a relevant subject. • PGCE or equivalent. • Qualified teacher status (QTS) or ability to work in secondary schools under the Wolf review recommendations.(QTLS) 	<ul style="list-style-type: none"> • Recent Inset in subject related issues. • A relevant professionally recognised leadership qualification (e.g. NCTL LFTM, NPQML, Leadership Pathways, NPQSL).
Experience	<ul style="list-style-type: none"> • Ability to share their experience to sustain a curriculum which is sensitive to the needs of all children. • Ability to implement strategies which achieve high standards in a curriculum area • Experience of the National Curriculum for Key Stages 3 and 4 • Experience of using data to develop departmental improvement strategies. 	<ul style="list-style-type: none"> • Involvement in whole school development & improvement.
Ability/Skills	<ul style="list-style-type: none"> • Excellent ICT skills. • Able to lead, manage and mentor a team. • To have substantial knowledge and understanding of current educational issues. • To have substantial knowledge of current teaching pedagogy. • Able to develop and monitor school policy across faculties/departments. • Able to communicate effectively. • Able to liaise with, motivate and inspire pupils and a range of staff across faculties/departments and liaise with external agencies. • Able to ensure Numeracy and Literacy are integral to students' learning. • Able to understand, interpret and effectively apply data to all aspects of school life and departmental leadership. 	<ul style="list-style-type: none"> • An understanding of issues relating to whole school improvement.
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to equal opportunities. • Ability to promote and support the school's Equality and Diversity Policy. 	
Disposition	<ul style="list-style-type: none"> • Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour. • To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal. • To believe in the importance of team work and a collaborative approach and be able to build supportive 	



	<p>working relationships with colleagues both within and outside the department.</p> <ul style="list-style-type: none">• Evidence of commitment to and understanding of collective responsibility.• Commitment to safeguarding and promoting the welfare of children and young people.	
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