

## Person Specification – KS3 Coordinator for English

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by:

I = Interview A = Application R = Reference

<b>QUALIFICATIONS</b>	<b>Criteria</b>	<b>Selection</b>
Qualified to at least degree level	E	A
Qualified to teach in the UK	E	A
Qualified to work in the UK	E	A
Evidence of further in-service training	D	A
Further professional qualifications	D	A
<b>LEADERSHIP</b>		
Able to work in close harmony with the English leadership team	E	A/I/R
Ability to develop a team spirit that supports the pursuit of ever higher standards in everything the department does	E	A/I/R
Strong interpersonal, written and oral communication skills	E	A/I/R
Takes personal responsibility for their own actions	E	A/I/R
Genuine passion and a belief in the potential of every student	E	A/I/R
Commitment to the safeguarding and welfare of all pupils	E	A/I/R
Can maintain effective working relationships with parents and other stakeholders	E	A/I/R
<b>EXPERIENCE</b>		
Experience of teaching in a school or education setting (secondary)	E	A/I/R
A track record of effectively leading/motivating pupils and staff and developing team approaches	D	A/I/R
Experience of improving student outcomes	E	A/I/R
Knowledge and understanding of National Educational priorities/developments	D	A/I/R
Experience of delivering lessons which are consistently at least good to students of all ages and abilities	E	A/I/R
Experience of implementing behaviour management strategies consistently and effectively	E	A/I/R

Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes	E	A/I/R
Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work and learning plans for English	E	A/I/R
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge	D	A/I/R
Experience of running enrichment and extracurricular activities which inspire and motivate learners	D	A/I/R
Experience of developing teaching and learning within English	D	A/I/R
Successful integration of whole school developments in innovations and skills	D	A/I/R
A minimum of 2 years' experience teaching English	E	A/I/R
Awareness of data protection, security and confidentiality	E	A/I/R
To have knowledge and experience of working in a successful team	E	A/I/R
Strong knowledge of the English curriculum at KS3 & KS4	D	A/I/R
Knowledge and understanding of English related pedagogy including: the contribution that their subject area can make to cross-curricular learning; and recent relevant developments.	E	A/I/R
<b>PROFESSIONAL DEVELOPMENT</b>		
Evidence of a commitment to own professional development	E	A/I/R
Evidence of keeping up to date with educational thinking and knowledge	E	A/I/R
<b>SKILLS, BEHAVIOURS AND PERSONAL QUALITIES</b>		
Fully subscribe to our Academy value of RESPECT: showing due consideration for the feelings, beliefs and opinions of other people	E	A/I/R
Fully subscribe to our Academy value of DETERMINATION: never giving up – working relentlessly for the benefit of the young people of Northampton Academy	E	A/I/R
Fully subscribe to our Academy value of AMBITION: seeking the very best opportunities for all young people, in line with the most elite schools in the country. Never pigeonholing or making assumptions about the potential of the young people of the Eastern District.	E	A/I/R
A commitment to equality and diversity	E	A/I/R
Ability to establish a positive ethos with an accent on high achievement for all	E	A/I/R
Ability to empathize with the needs of pupils and to be firm but fair and consistent	E	A/I/R
Ability to prioritise and manage time effectively	E	A/I/R



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An effective communicator and motivator of pupils and staff	D	A/I/R
A team player with the ability to establish good working relationships with staff, pupils and parents	E	A/I/R
The ability to set clear expectations and parameters and to hold others to account for their performance	E	A/I/R
The ability to challenge underperformance	E	A/I/R
The tenacity to see things through	E	A/I/R
Flexibility in approach	E	A/I/R
The professional respect of colleagues	E	A/I/R
High level of emotional intelligence	E	A/I/R