**Person Specification**

**Teacher of English**

**To support your application candidates should be able to show evidence of the following:**

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| **Criteria** | **Essential** | **Desirable** |
| *Qualifications* |  |  |
| Qualified Teacher of English | √ |  |
| Good honours degree reflecting strong ability in English | √ |  |
| Continual professional development relevant to the post |  | √ |
| ***Experience*** |  |  |
| Successful experience teaching English to KS3 and KS4 and able to provide evidence of successful outcomes in terms of results and student progress | √ |  |
| Experience of an effective curriculum to meet the needs of different learners | √ |  |
| Can demonstrate excellent classroom practice | √ |  |
| Knowledge of recent curriculum developments including the reformed GCSE specifications and associated change at KS3 | √ |  |
| Ability to teach English to Key Stage 5 |  | √ |
| **Skills and Abilities** |  |  |
| An ability to share high expectations of achievement and behaviour | √ |  |
| Demonstrate good organisational skills and meet deadlines | √ |  |
| Excellent motivational and team working skills | √ |  |
| The ability to develop positive relationships with students to realise their potential | √ |  |
| Ability to interpret and analyse data and make clear and informed judgement regarding their potential | √ |  |
| A genuine commitment to inclusive comprehensive education and the strategic aims MET | √ |  |
| Student-centred educational principles rooted in a willingness to continuously improve learning and teaching across the Trust | √ |  |
| High profile with students, parents, staff and other stakeholders | √ |  |
| **Personal Qualities** | | |
| The successful candidate will need to demonstrate a positive outlook, energy, enthusiasm, drive and the ability to motivate others across the Trust | | |
| **Safeguarding and Promoting the welfare of children. At interview candidates should be able to demonstrate:** | | |
| Demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children | | |
| Emotional resilience in working with challenging behaviours | | |