

Ladybridge High School Person Specification

Teacher of English

Strategic intent: Deep leadership for deep learning, deep experience and deep support through quality relationships.

Aspects	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Good honours subject specific degree ▪ Qualified Teacher Status ▪ Broad, relevant in-service experience ▪ Evidence of consistently good/outstanding practice/placement 	<ul style="list-style-type: none"> ▪ Recent relevant CPD ▪ Assessed as being a consistently outstanding practitioner
Experience/ Skills	<ul style="list-style-type: none"> ▪ Ability to plan and deliver varied, engaging, differentiated inclusive lessons that have student progress at their heart. ▪ Knowledge of current requirements of English school curriculum, particularly with regards to changes in assessment at KS4. ▪ Demonstrable understanding of how high quality feedback can facilitate rapid and sustained student progress in English. ▪ Ability to articulate a well-defined personal philosophy of education and a clear understanding of how students learn and what needs to happen in order for them to make good progress. ▪ Understanding of data and how it can be used to inform planning. ▪ Ability to take risks and ‘think outside the box’ to accelerate and sustain learner performance. ▪ Ability to support and challenge students to be the best they can be. ▪ ICT competence for deep learning. ▪ Commitment to positive form tutoring and to delivering the pastoral curriculum. ▪ A determination to work with all colleagues to ensure that Ladybridge High School receives a judgement of Outstanding at the next inspection. 	<ul style="list-style-type: none"> ▪ Knowledge and experience of the new AQA GCSE specifications for English Language and Literature. ▪ Proven track record of raising standards and achievement in English for all groups of learners. ▪ Engagement with/ membership of subject specific and teaching bodies, networks and communities. ▪ An innovative practitioner who will inspire students and colleagues to ‘raise their game’ in the classroom. ▪ Excellent working knowledge of new technologies and how they can impact positively on student progress in English. ▪ Experience of working in a multi-cultural school. ▪ Experience of working with learners with SEND or low levels of literacy. ▪ Knowledge of Prevent, SMSC, and British Values. ▪ Experience of leading/ supporting with interventions and tracking outcomes, and of working with key groups of students.

Key qualities	<ul style="list-style-type: none"> ▪ Committed to transforming children's life chances. ▪ Genuine liking and respect for young people, and an understanding of their changing development needs. ▪ A 'green light' approach to achieving the school's vision at all times using own initiative. ▪ Be able to identify personal targets and evaluate one's own performance. ▪ A positive role model. ▪ Innovative and self aware. ▪ Passionate about creating and sustaining the best learning and teaching. ▪ Committed to running extra curricular activities/clubs. ▪ Committed to demonstrating professional and personal integrity at all times. ▪ Consistency in working exceedingly hard, meeting deadlines and working well under pressure whilst maintaining a work-life balance. ▪ Flexibility. ▪ Unafraid to take risks, with the humility to learn from mistakes. ▪ A team player with the ability to take all our learners the extra mile. ▪ Emotionally intelligent. ▪ Strong sense of presence. ▪ Resilient and positive. ▪ Sense of humour and warmth. 	
Written application/ communication	<ul style="list-style-type: none"> ▪ A well structured, reflective application written to the job specification. ▪ An ability to synthesise and pinpoint key messages. ▪ An ability to communicate effectively with a wide range of audiences. ▪ Exceptionally high levels of literacy. 	
Equal Opportunities	<ul style="list-style-type: none"> ▪ An understanding of issues regarding equal opportunities for all. 	
Other aspects	<ul style="list-style-type: none"> ▪ Total commitment to exemplifying the Teachers' Standards at all times. ▪ Professional appearance and conduct at all times. ▪ Committed to safeguarding all learners at all times. ▪ Enhanced clearance from the Disclosure and Barring Service. 	