

## Person Specification (Teacher and Leader – English)

TLR2 range for a responsibility based on the strengths and experience of the successful candidate

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	<ul style="list-style-type: none"> <li>Degree in English or a related subject</li> <li>Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent</li> <li>Recent and relevant experience of teaching English at secondary level up to 16.</li> <li>Recent and relevant experience of teaching English to post-16 students.</li> </ul>	A A A A	E E E D
Knowledge	<ul style="list-style-type: none"> <li>Understands how to ensure effective student learning through challenging, high quality and exciting teaching</li> <li>Understands the potential of student voice and parental engagement</li> <li>Is a competent user of ICT and understands its role in enhancing learning and teaching.</li> <li>Understands the positive role of Performance Management within their own professional development.</li> <li>Understands the components which comprise outstanding teaching and learning</li> <li>Understands assessment and attainment information can be used to improve practice and raise standards</li> </ul>	A, I A, I, R A, I A, I A, I A, I, R	E E E E E E
Experience	<ul style="list-style-type: none"> <li>Is an outstanding classroom practitioner</li> <li>Is a 'typically' good classroom practitioner</li> <li>Works effectively with Teaching Assistant/support staff/technicians within the faculty/department</li> <li>Leading initiatives beyond the classroom.</li> <li>Providing feedback to colleagues</li> <li>Being pro-active in celebrating and sharing good practice</li> <li>Enhancing the quality of learning and teaching</li> <li>Implementing whole school policies consistently</li> </ul>	I, R I, R I, R A, I A, I A, I A, I, R A	D E E D D E E E
Skills & Abilities	<ul style="list-style-type: none"> <li>Communication and influencing skills to have the potential to support staff to raise standards in classrooms and communicate effectively at all levels</li> <li>Values the contribution that students can make to their own learning.</li> <li>Likes and seeks to understand young people.</li> <li>Shares our belief that Every Child <b>Does</b> Matter.</li> <li>Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom.</li> <li>Experience of promoting positive behaviour conducive to learning, focused on raising standards</li> </ul>	A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R	E E E E E E

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Headteacher  
**Mrs M Marr**



National Teaching School  
designated by  
National College for  
Teaching & Leadership



*Respect to all, from all*

	<ul style="list-style-type: none"> <li>A desire to get the best from all students, regardless of ability</li> <li>A record of achieving student progress for all students, including underachieving students.</li> <li>Ability to plan and teach effectively using a variety of strategies.</li> <li>Contributes positively in their role as a group tutor to the pastoral care of students.</li> <li>Is able to assess students' work effectively and within whole school and department guidelines.</li> <li>Is able to set and assess purposeful home learning which extends/reinforces students' learning.</li> <li>Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.</li> <li>Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times</li> <li>Is able to lead, in a variety of contexts, by example.</li> <li>Is committed to team work at all levels.</li> <li>Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.</li> <li>Understands the importance of meeting deadlines and supporting others (colleagues) to do so.</li> <li>Carries out all professional duties within whole school and department guidelines.</li> <li>Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Caludon</li> <li>Able to identify areas for development amongst colleagues and take a lead in offering solutions</li> <li>Able to ensure rigorous and supportive performance management</li> <li>Able to create a vision and be clear about what it can contribute to the life of the school and students</li> <li>Able to motivate staff to give their best for young people and each other within the spirit of team work</li> <li>Able to lead and support colleagues to work under pressure and meet deadlines</li> </ul>	<p>A, I, R A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R A, I, R</p> <p>A, I, R A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>E E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D E E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> <li>Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.</li> <li>Strives constantly to better themselves as a professional</li> </ul>	<p>I, R</p> <p>I, R</p>	<p>E</p> <p>E</p>

	<ul style="list-style-type: none"> <li>Is able to demonstrate commitment to Trust values</li> <li>Enthusiastic, innovative, flexible and resilient in pursuit of supporting achievement</li> <li>Willingness to engage in challenging conversations with colleagues</li> <li>Ensures a welcoming and stimulating environment for all stakeholders</li> </ul>	<b>A, I</b> <b>A, I, R</b>  <b>A, I</b>  <b>A, I</b>	E E  E  E
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>Motivation to work with children and young people;</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>Emotional resilience in working with challenging behaviours; and</li> <li>Attitudes to use of authority and maintaining discipline.</li> </ul>	<b>I, R</b>	  E E  E  E
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offend Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	<b>I, R</b>	E

### References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.