## PERSON SPECIFICATION - DEPUTY HEAD OF ENGLISH

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| **Essential**  | **Desirable**  |
| **Qualifications and experience:**  |
| * Qualified teacher status.
* A continued commitment to own professional development.
* Teaching experience within the designated age range.
* Evidence of securing good outcomes and high quality teaching.
* Experience of developing/ involvement in programmes of learning, particularly in key stage 3
 | * First degree in English.
* Experience of more than one key stage and school/academy.
* Evidence of some management/leadership experience.
* Aspiration and ambition to be a head of subject area.
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| **Set high expectations and inspire, motivate and challenge all students, in specified department, by:**  |
| * Establishing a safe and stimulating environment for students, rooted in mutual respect.
* Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
* Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.
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| **Promote good progress and outcomes by students in specified department by:**  |
| * Being accountable for students’ attainment, progress and outcomes.
* Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these.
* Encouraging students to take reflect on their progress and to take a responsible and conscientious attitude to their own work and study.
 |  Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.   |
| **Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:**  |
| * Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings.
* Promoting the value of scholarship.
 |  Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject.  |
| **Plan and teach well-structured lessons by:**  |
| * Imparting knowledge and developing understanding through effective use of lesson time.
* Promoting a love of learning and student’s intellectual curiosity.
* Setting homework and planning extra curriculum activities to consolidate and extend knowledge and understanding
* Reflecting systematically on the effectiveness
 |  Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).   |
| **Adapt teaching to respond to the strengths and needs of all students by:**  |
| * Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
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| **Make accurate and productive use of assessment in specified department by:**  |
| * Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.
* Making use of formative and summative assessment to secure students’ progress.
* Using relevant data to monitor progress, set targets, and plan subsequent lessons.
* Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.
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| **Manage behaviour effectively to ensure a good and safe learning environment by:**  |
| Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.Maintaining good relationships with students and exercising appropriate authority.  |   |
| **Fulfil wider professional responsibilities:**  |
| * Making a positive contribution to the wider life and ethos of the academy.
* Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Communicating effectively with parents with regard to students’ achievements and wellbeing.
* Taking responsibility for own professional development, responding to advice and feedback from colleagues.
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