



Person Specification Second in English

Attributes	Essential	How	Desirable	How
1. Qualifications / Training	<ul style="list-style-type: none"> Qualification: teacher status A good, relevant degree or equivalent A good or excellent teacher (Ofsted) Eligible to work in the UK Strong track record of teaching KS3 and KS4 English Specialism in English Lang/Lit 	AF AF AF / I ID AF	<ul style="list-style-type: none"> Strong evidence of continuous professional development Specialism in Literature Experience of/willingness to train as a GCSE examiner 	AF AF AF
2. Experience	<ul style="list-style-type: none"> Recent classroom experience in 11-16 or 11-18 schools Experience of monitoring and evaluating teaching Knowledge of the role of governors Form tutor Teacher of PSHE/Citizenship 	AF / I AF / I AF / I AF / I AF / I	<ul style="list-style-type: none"> Experience of harnessing and embedding new technologies Experience of working with parents and guardians to raise standards Experience of working with community groups 	AF / I AF / I AF / I
3. Knowledge and Understanding	<ul style="list-style-type: none"> A strong understanding of the characteristics of an outstanding school Strong knowledge of, and ability to interpret and apply the English curriculum Awareness of strategies to raise student achievement Experience of how to use data effectively to set and monitor targets Knowledge and experience of Ofsted inspections A clear knowledge of how students learn and how to improve learning Awareness of current developments in education and the implication of these Commitment to continuing professional development 	AF / I AF / I AF / I AF / I AF / I AF / I AF / I AF / I AF / I	<ul style="list-style-type: none"> Business acumen Successful teaching at post 16 Experience of staff appraisal procedures 	AF / I AF / I AF / I



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Attributes		Essential	How Tested	Desirable	How Tested
4.	Skills	<ul style="list-style-type: none"> Ability to: <ul style="list-style-type: none"> - lead, provide clear vision and command respect - develop an effective team of teachers and support staff - motivate and inspire both staff and students - delegate responsibility, set high standards and provide a focus for improvement - manage change and to monitor and evaluate its impact - analyse data, draw conclusions and communicate solutions in a clear and positive way to a range of audiences Able to: <ul style="list-style-type: none"> - communicate effectively orally and in writing - work well in a team and to close deadlines - demonstrate high levels of competency in the use of ICT - be flexible, approachable and resilient under pressure - deal sensitively with people and be solution focused - maintain a positive approach to work - have a sense of humour 	AF / I AF / I	<ul style="list-style-type: none"> The potential for further leadership responsibility 	I
5.	Attitudes	<ul style="list-style-type: none"> Commitment to: <ul style="list-style-type: none"> - raising achievement through partnerships with relevant stakeholders - raising achievement and fulfilling each student's potential - the development of all teaching and associate staff - equality of opportunity - race and gender equality and social inclusion - wider aspects of school life and enrichment Strong level of resilience and determination to maintain and progress school improvement Understanding of the way that the school can promote values and a moral code 	AF / I AF / I AF / I		

AF = Application Form I = Interview ID = Identity documents