

PERSON SPECIFICATION

| Skills/Abilities | Essential | Desirable | How Identified |
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| Qualifications | <ul style="list-style-type: none"> • A relevant honours degree • Qualified Teacher status | <ul style="list-style-type: none"> • Evidence of recent relevant professional qualifications and / or training | <ul style="list-style-type: none"> • Evidence of paper qualifications |
| Teaching | <ul style="list-style-type: none"> • Ability to teach both English Language and English Literature to GCSE. • Able to plan and teach effective lessons across the relevant curriculum, age and abilities ranges. • Establishes a safe working environment for students, rooted in mutual respect. Has good relationships with students. • Has high expectations of students, both in terms of their behaviour and their work in the classroom and beyond. • Recent experience of teaching English Language / Literature at KS4. • Has a secure knowledge of the relevant subject and curriculum area(s). • Able to demonstrate and promote high standards of literacy. • Able to reflect systematically on the effectiveness of lessons. • Has an understanding of the needs of all students, including SEND, more able and EAL. • Understands how data is used to monitor student progress. | <ul style="list-style-type: none"> • Ability to teach Film Studies and / or Drama to GCSE. • Has a good understanding of recent developments within the English curriculum at KS4. • Able to contribute to the planning of an engaging curriculum within the relevant subject area(s). • Has experience of teaching pupils with additional needs, such as SEND, more able, EAL. • Has experience of statutory assessments within the relevant subject area(s). | <ul style="list-style-type: none"> • Teaching skills to be assessed through a teaching episode. • Candidate will have the opportunity to reflect on their lesson and discuss any areas not covered in the lesson during the panel interview. • Range of knowledge and experience and literacy skills can also be demonstrated on the application form. |
| Personal and Professional Conduct | <ul style="list-style-type: none"> • Good written and verbal communication skills. • Able to plan, organise and manage time effectively. • Able to work well with others. • Be aware of the current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. • Excellent attendance and punctuality. | <ul style="list-style-type: none"> • Able to make good use of ICT as a learning resource. • If not an NQT, evidence that CPD has been used to improve professional practice. • Willing to contribute to the extra-curricular life of the school. | <ul style="list-style-type: none"> • Communication skills, ICT skills and time management to be assessed during the teaching episode. • Communication skills, awareness of safeguarding procedures, continuing professional development and extra-curricular experience to be assessed during the panel interview. |

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| | | | <ul style="list-style-type: none">• Attendance and punctuality, ability to work with others to be confirmed by references. |
| Additional Requirements | <ul style="list-style-type: none">• Enhanced DBS.• Two satisfactory references. | | <ul style="list-style-type: none">• Receipt of DBS form.• Receipt of references. |