



## St Mary's Church of England High School

### Lead English Teacher Person Specification

|  | Professional Skills and Attributes   | Essential or desirable?  |
|--|--|--|
| <b>Professional Qualifications and CPD</b> | <ol style="list-style-type: none"> <li>1. Good honours graduate</li> <li>2. Qualified Teacher Status</li> <li>3. Competence in the effective use of ICT on a day to day basis to enhance teaching and learning and for administration</li> <li>4. Evidence of relevant professional development</li> <li>5. Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people</li> </ol>   | <ol style="list-style-type: none"> <li>1. D</li> <li>2. E</li> <li>3. E</li> <li>4. E</li> <li>5. E</li> </ol>                             |
| <b>Experience</b>                          | <ol style="list-style-type: none"> <li>1. Proven high standards of consistent classroom practice that would be judged to be at least good and with strong potential to rapidly become outstanding</li> <li>2. Teaching experience across the full ability and age range in a variety of school contexts including A level</li> <li>3. Middle management experience within a comprehensive secondary school</li> <li>4. Proven record of raising standards of achievement and sustaining improvement in all key stages and accredited course outcomes</li> <li>5. Experience of working with and effectively managing staff and parents/carers (desirable)</li> </ol> | <ol style="list-style-type: none"> <li>1. E</li> <li>2. E</li> <li>3. D</li> <li>4. E</li> <li>5. E</li> </ol>                             |
| <b>Personal qualities</b>                  | <ol style="list-style-type: none"> <li>1. Excellent attendance and punctuality record</li> <li>2. High level of commitment to inclusive education and Equal Opportunities</li> <li>3. Belief that all students can achieve and have the ability to make at least good progress</li> <li>4. Ability to form and promote positive relationships with all stakeholders</li> <li>5. High level of integrity, honesty and fairness</li> <li>6. Demonstrate high levels of energy and ability to work under pressure</li> <li>7. Lead by example and model excellent practice both in terms of professional and personal</li> </ol>  | <ol style="list-style-type: none"> <li>1. E</li> <li>2. E</li> <li>3. E</li> <li>4. E</li> <li>5. E</li> <li>6. E</li> <li>7. E</li> </ol> |

|                                  | <b>Professional Skills and Attributes</b>  | <b>Essential or desirable?</b>   |
|----------------------------------|--|--|
|                                  | standards<br>8. Ability to communicate as an active listener, orally and in writing<br>9. Ability to make considered decisions<br>10. Self motivated and able to work with initiative<br>11. Demonstrates effective time management skills<br>12. Readiness to reflect on, evaluate and improve practice<br>13. Ability to actively support the Christian ethos of the school  | 8. E<br>9. E<br>10. E<br>11. E<br>12. E<br>13. E   |
| <b>Leadership and Management</b> | Ability to:<br>1. Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people.<br>2. Monitor and evaluate own and others work<br>3. Use data to set aspirational targets and monitor/track student progress against targets<br>4. Analyse data and use it effectively to plan and organise the curriculum and intervention as well as staffing<br>5. Share and develop commitment to the school ethos and vision<br>6. Be aware of current legislation and relevant educational developments particularly in English and literacy<br>7. Implement and manage change to effect subject and whole school improvement<br>8. Hold self and others robustly to account<br>9. Develop effective teams and promote a culture of collaborative working<br>10. Contribute to the work of a team and be able to work with initiative<br>11. Effectively manage resources including managing appropriate delegation<br>12. Motivate others<br>13. Encourage and value the contribution of all members of staff<br>14. Be flexible in all aspects of work<br>15. Use comparative data for benchmarking and target setting purposes | 1. E<br>2. E<br>3. E<br>4. E<br>5. E<br>6. E<br>7. E<br>8. E<br>9. E<br>10. E<br>11. E<br>12. E<br>13. E<br>14. E<br>15. E |

The skills and attributes listed above will be assessed through the application form and supporting statement, the presentation and throughout interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to the safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

If the candidate is short listed, any relevant issues arising from references will be taken up at interview.