

HEAD OF ENGLISH: PERSON SPECIFICATION

Essential	Desirable
<ul style="list-style-type: none"> • Degree within an English subject. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience within the designated age range. • Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children. • Excellent knowledge of current legislation, guidance and policy in the subject area. • Successful management experience in subject area or a key stage. 	<ul style="list-style-type: none"> • Further relevant professional studies. • Experience of more than one school/academy. • Experience of more than one key stage. • Second in department or similar management experience.
<ul style="list-style-type: none"> • Establishing a safe and stimulating environment for all pupils, rooted in mutual respect. • Setting targets that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of all pupils. 	
<ul style="list-style-type: none"> • Being accountable for pupils' attainment, progress and outcomes. • Being aware of pupils' capabilities and their prior knowledge, and plan consistently good / outstanding lessons to build on these. • Guiding pupils to reflect on the progress they have made and their emerging needs. • Encouraging pupils to show resilience and take a conscientious attitude to their own work. 	<ul style="list-style-type: none"> • Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.

<ul style="list-style-type: none"> • Having superb, secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas and understand the changes that the English department face. 	
<ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love and passions of learning and pupils intellectual curiosity. • Setting challenging homework and planning other out-of class activities to consolidate and extend the knowledge and understanding pupils have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching. 	<ul style="list-style-type: none"> • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
<ul style="list-style-type: none"> • 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. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. 	<ul style="list-style-type: none"> • Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.
<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy. • Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. • Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. 	<ul style="list-style-type: none"> • Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
<ul style="list-style-type: none"> • 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 well-being. 	<ul style="list-style-type: none"> • Deploying support staff effectively. • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.