



# Person Specification



## Teacher of English and Form Tutor

	ESSENTIAL	DESIRABLE
<b>Education level &amp; Qualifications:</b>	<p>Qualified Teacher Status (DfE Number)</p> <p>Subject specialism: English and Literacy development</p>	<p>Experience in mainstream and in special school</p> <p>Special needs qualification i.e. Mental Health training</p> <p>Higher level qualification in SEND or English</p> <p>Other subject specialism</p>
<b>Technical Skills / Experience Knowledge &amp; Expertise:</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge of the National Curriculum for Key Stages 3 and 4</li> <li>• Experience and knowledge of good and ‘best’ practice in curriculum planning, development and implementation, assessment and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications – Must be able to deliver GCSE English Language and English Literature</li> <li>• Experience and sound knowledge of teaching across Key Stages, in particular proven experience of teaching pupils with SEN in secondary phase age groups (within mainstream or specialist settings)</li> <li>• Experience of managing assessment, recording and reporting processes in accordance with schools and similar institutions’ policies and procedures</li> <li>• Experience of engaging in successful appraisal and all aspects of performance management</li> </ul>	<p>Knowledge/ qualification in child development or specific SEND pedagogical practices</p> <p>Knowledge and experience of Trauma Informed practice</p> <p>Post graduate level qualification in Education</p> <p>National Professional Qualification e.g. NPQML/SL or a new NPQ</p>

	<ul style="list-style-type: none"> <li>• Knowledge and proven delivery of school inclusion, coupled with a strong ethos regarding pupil centered practice</li> <li>• A thorough understanding and proven track record of being an effective form tutor and participating in the delivery of a wide range of pastoral care initiatives</li> <li>• Commitment to Downland School’s aims and objectives – able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	
<b>Personal Skills</b>	<ul style="list-style-type: none"> <li>• Evidence of excellent interpersonal and communication skills (both verbal and written)</li> <li>• Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings</li> <li>• Excellent organisational skills; able to balance conflicting priorities and manage time</li> <li>• Good data analysis skills (assessment for learning) including being able to operate a range of school data management systems</li> <li>• Demonstrable commitment to innovative techniques to improve the quality of teaching and learning</li> <li>• Demonstrate commitment to stay up to date with all areas of ‘best’ practice in English, locally and nationally, including research and government led initiatives</li> <li>• Physically and emotionally resilient in order to work with children and young adults with challenging behaviour and with a range of complex SEND</li> </ul>	Leadership/coaching training