**ENGLISH TEACHER**

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| Qualified Teacher Status or on Teacher Training Programme | X |  |
| A qualification as a Teacher of the Deaf, or a trainee Teacher of the Deaf |  | X |
| Skills in Sign Language Level 3 | X |  |
| Experience of / or willing ness to develop skills teaching SEN pupils who are working significantly below cognitive ability | X |  |
| Proven evidence of success in making a significant impact on sustaining and enhancing the quality of teaching and learning across all abilities | X |  |
| Proven evidence of success in teaching English / or a good understanding of linguistics | X |  |
| Experience/ability to plan and teach programmes of study in English  Must be able to plan lessons for all the pupils in a class, setting  clear learning intentions and differentiated tasks | X |  |
| Experience and/or ability to understand the learning needs of D/deaf students and those with speech language and communication needs | X | X |
| Must be able to use assessments of pupils learning to inform  future planning and specific intervention | X |  |
| Familiarity with writing and delivering effective Individual  Education Plans for pupils with SEN |  | X |
| A sound knowledge and understanding of the National  Curriculum |  | X |
| An awareness and understanding of curriculum developments and accreditations in English. |  | X |
| The ability to work as a cheerful and enthusiastic member of the staff team, and communicate effectively with pupils, staff, parents and visitors. | X |  |
| A strong desire to assist in the development of an outstanding department in which innovation is encouraged and excellent teaching can be accessed by all | X |  |
| The ability to use your initiative to create ways to empower students to achieve. | X |  |
| An understanding of, and commitment to, the school’s and Authority’s policies on equal opportunities. | X |  |
| Must be able to use assessments of pupils learning to inform  future planning and specific intervention | X |  |
| To maintain a personal commitment to professional  development linked to the competencies necessary to deliver  the requirements of this post | X |  |
| An understanding of curriculum and pedagogical issues relating to learning, teaching and assessment | X |  |