

## Person Specification for the Post of English Teacher at Nightingale Community Academy

Please state, **in numerical order**, how you meet the following selection criteria. Candidates will be short listed entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Desirable criteria may be gained after employment with the academy. Please ensure that your supporting statement is **no more than two sides of typed A4**.

| AREA                        | REQUIREMENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Qualifications</b>       | <ol style="list-style-type: none"> <li>1) Qualified Teacher Status (or QTS anticipated) <ul style="list-style-type: none"> <li>▪ Additional qualification in the education of children with SEN (<b>desirable</b>)</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Teaching Experience</b>  | <ol style="list-style-type: none"> <li>2) Recent successful experience of working with and/or teaching students with special educational needs within a school or further education setting.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Professional Skills.</b> | <ol style="list-style-type: none"> <li>3) Proven ability to demonstrate excellent classroom practice.</li> <li>4) Proven ability in working successfully as part of a staff team</li> <li>5) Evidence of knowing how to evaluate one's own strengths and weaknesses.</li> <li>6) Evidence of effective partnership working with parents and carers. <ul style="list-style-type: none"> <li>▪ Evidence of successful multi-agency working (<b>desirable</b>).</li> </ul> </li> </ol>                                                                                                                                                                                                             |
| <b>Knowledge</b>            | <ol style="list-style-type: none"> <li>7) Knowledge and experience of current good practice and curriculum developments in special <b>and</b> mainstream education provision.</li> <li>8) Knowledge of national curricula guidance and requirements at KS5 and in particular, progression into destinations, such as employment, apprenticeships or further study.</li> <li>9) Knowledge of child development.</li> <li>10) More extensive knowledge of and/or interest in at least one curriculum area.</li> <li>11) Knowledge of successful practice in teaching students on the autistic spectrum.</li> <li>12) Firm commitment to one's own continuing professional development.</li> </ol> |
| <b>Personal Skills</b>      | <p>Proven ability to:</p> <ol style="list-style-type: none"> <li>13) Generate enthusiasm for new ideas in both students and staff and inspire others with confidence.</li> <li>14) Communicate effectively to groups and individuals, both orally and in writing.</li> <li>15) Demonstrate a flexible approach to a variety of issues and a willingness to actively listen to others.</li> <li>16) Analyse situations, to prioritise and to help to implement realistic solutions.</li> <li>17) Provide advice and guidance to parents in a positive and clear manner.</li> <li>18) Remain calm when working under pressure.</li> </ol>                                                         |
| <b>Philosophy</b>           | <ol style="list-style-type: none"> <li>19) Commitment to the provision of high quality education and pastoral care for all students.</li> <li>20) Expectation of high student achievement.</li> <li>21) Commitment to the safeguarding of children, young people and young adults.</li> <li>22) Evidence of understanding and commitment to equality of opportunity and respect for students' individual differences.</li> <li>23) Commitment to family partnership in education and developing links between school, home &amp; the community.</li> </ol>                                                                                                                                      |