



		Essential Attributes	Desirable Attributes	Evidence
1	Qualifications	<ul style="list-style-type: none"> B.Ed Degree or Degree & P.G.C.E. Qualified Teacher Status To be able to teach Secondary students. 	<ul style="list-style-type: none"> Further study: MA, NPQSL 	Application form.
2	Experience of	<ul style="list-style-type: none"> Teaching English to students in the Secondary age range. Using ICT to support student in this age range Developing schemes of learning for use by colleagues 	<ul style="list-style-type: none"> Teaching an additional curriculum area Active involvement in extra-curricular activities Working in a Values School 	Application form and interview. Reference.
3	Strategy and Improvement	<ul style="list-style-type: none"> To be able to manage and analyse performance data to evaluate progress, identify trends, define team priorities and develop improvement strategies (for example, in relation to disadvantaged students or those with particular needs) To be able to implement successful change at team level Awareness of national issues which impact on English and learning 	<ul style="list-style-type: none"> Experience of leading teams 	Application form and interview. Reference.
4	Teaching and Curriculum Excellence	<ul style="list-style-type: none"> Consistently Outstanding Teacher Knowledge of KS2, KS3 and KS4 curriculum demands for English and a clear understanding of progression in English skills Commitment to active learning To be able to grow excellent, evidence-based teaching in a team and a curriculum that develops students academically and prepares them for adult life Evidence of being able to improve the progress, attainment and behaviour of all students, including those who are disadvantaged or have particular needs (for example, Pupil Premium, SEND, EAL or the most able students) 	<ul style="list-style-type: none"> Examples of research into effective teaching and learning Further study related to effective teaching and learning (eg. OTP, MA) 	Application form and interview.
5	Leading with impact	<ul style="list-style-type: none"> To have an outstanding vision for English Ability to identify key issues and create a simple, clear improvement plan based on data Ability to anticipate other peoples' views or feelings and moderate your approach accordingly; self-awareness, humility and ability to adopt different leadership styles to ensure the team meets its objectives Present, communicate or defend challenging messages confidently and positively to a range of audiences 	<ul style="list-style-type: none"> Evidence of providing leadership training to others To be able to articulate enthusiasm and beliefs in a positive way. 	Application form and interview.

		Essential Attributes	Desirable Attributes	Evidence
6	Working in partnership	<ul style="list-style-type: none"> • Able to establish relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers • Able to support the team to build and sustain relationships with others which develop and share good practice and improve performance 	<ul style="list-style-type: none"> • Evidence of leading cross-school projects and/or partnership working 	Application form and interview.
7	Managing resources and risks	<ul style="list-style-type: none"> • Able to deploy staff, financial and educational resources within a team efficiently, to enhance student progress and attainment • Able to manage risks within a team effectively (for example, in relation to staffing, finances or teacher workload), using a risk register • Able to deliver a safe environment for students and staff 	<ul style="list-style-type: none"> • Evidence of timetabling, budget management 	Application form and interview. Reference.
8	Increasing capability	<ul style="list-style-type: none"> • Able to hold others to account, line manage and evaluate performance effectively • Able to support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers, teaching assistants, and stronger or weaker performers • Can recognise own strengths and weaknesses and identify learning linked to their needs • Able to evaluate the impact of professional development on 	<ul style="list-style-type: none"> • Evidence of attending to personal professional development 	Application form and interview.
9	Attitude and Mindset	<ul style="list-style-type: none"> • To be student-focussed and be able to express a clear educational philosophy for promoting the learning and personal development of students and colleagues. • To have a positive, solution-focussed attitude • To have a growth mindset • To have strong interpersonal and communication skills rooted in respectful relationships, always upholding the dignity of the individual • To be personable and approachable, capable of working well with colleagues. 	<ul style="list-style-type: none"> • Evidence of positive personal impact on staff and students 	Application form and interview.
10	Other	<ul style="list-style-type: none"> • Commitment to upholding the ethos and values of a Church of England School • Commitment to providing a high standard of work. • Clear, high standard application that responds well to the job description and person specification. 	<ul style="list-style-type: none"> • Experience of working in a Church of England School 	Application form and interview.

