



Candidate Specification Second in English Faculty March 2025

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Be a well-qualified graduate with a good honour's degree in English or another English based subject and a PGCE or other recognised teaching qualification in English 	<ul style="list-style-type: none"> Further professional qualifications 	Application Form Reference
Experience	<ul style="list-style-type: none"> Have a proven track record of success including preparing pupils for Key Stages 3 and 4. Have broad experience of the teaching and inspiring of students across the secondary age range to learn effectively and produce work of a high standard 	<ul style="list-style-type: none"> Successful Post 16 experience 	Application form Reference Interview
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> An excellent classroom practitioner up to GCSE Be an energetic, innovative and enthusiastic teacher with a thorough knowledge of the National Curriculum, and with the ability to motivate, interest and develop pupils' skills in the use and application of their English skills. Have a very clear understanding of the skills-based curriculum and how it can be delivered effectively within the subject Understand the middle manager and teacher's role and responsibility in relation to the overall running of the faculty and the school 	<ul style="list-style-type: none"> Ability to take, implement and follow through initiatives The ability to undertake leadership duties effectively in a bilingual school and LA 	Application Form Reference Interview

	<ul style="list-style-type: none"> • Have strong leadership qualities and interpersonal skills, and the ability to inspire, lead and co-ordinate the work of a team of teachers • Be able to work independently and as part of a team, seeking advice when necessary • Be aware of developments locally and nationally in the National Curriculum within English, including the skills curriculum and pedagogy • Using assessment to inform future planning of pupils' work • Be a sound classroom manager with the skills needed to create a climate in which effective learning can take place and the ability to support other staff in achieving the same in accordance with school policies • Understand the different ways that pupils learn and have the ability and willingness to contribute imaginatively to the development of new teaching and assessment materials, including accelerated learning exercises, catch up programmes and using assessment for learning as a natural part of the lesson • Be a good administrator who can ensure the effective and timely completion of tasks, including the analysis of assessment information, and comparisons of National trends, the writing of reports, maintenance of records etc. • Be able to contribute to the effective delivery of cross-curricular strategies such as those in numeracy, literacy and DCF. • Have a good awareness of the curriculum for Wales and its implications for the faculty • Excellent attendance and punctuality record 		Reference
Professional conduct and suitability to work with Young People	<ul style="list-style-type: none"> • Excellent attendance, punctuality and discipline record 		Reference DBS Check

