|  |  |  |
| --- | --- | --- |
| **Area**  | **Requirement**  | **Essential / Desirable**  |
| **Professional Qualifications**  | * Qualified teacher status
 | E |
| * Evidence of recent professional development related to the post
 | E |
| **Teaching and Learning**  | * At least 4 years teaching experience
 | E |
| * Take a leading role in the achievement of all pupils
 | E |
| * Excellent understanding of how children learn and the EYFS/KS1 curriculum
 | E |
| * Enthusiasm for teaching and learning
 | E |
| * An outstanding classroom practitioner with a track record of good or outstanding teaching
 | E |
| * Ability to plan, teach and assess to a high standard
 | E |
| * Show excellent strategies for teaching SEND, EMA, and more able children
 | E |
| * Thorough understanding of and commitment to inclusive education
 | E |
| * Excellent understanding of assessment and how to use it to maximise pupil progress
 | E |
| * Excellent behaviour management skills
 | E |
| * Experience of improving the quality of teaching of others
 | E |
| * Experience of leading a subject area and developing the curriculum to raise standards
 | E |
| * Experience of using ICT to enhance learning
 | E |
| * Experience of supporting the leadership team to monitor, evaluate and improve teaching and learning across school
 | E |
| * Teaching experience in year 2
 | E |
| **Strategic development**  | * Able to communicate a strong clear vision for high quality primary education which maximises the potential of the school
 | E |
| * Have an excellent working knowledge of KS1 teaching
 | E |
| * Understanding of national strategies
 | E |
| * Able to articulate ways of building, communicating and implementing a shared vision
 | E |
| * Experience of school self-evaluation and able to discuss effective processes for undertaking this
 | E |
| * Evidence of leading change which as impacted on pupil progress
 | E |
| * Involvement in school improvement planning
 | E |
| * Be confident with reporting to other stakeholders
 | D |
| **Working with others**  | * Be an excellent role model, set high standards and model good professional relationships
 | E |
| * Ability to lead, motivate and influence others
 | E |
| * Good communication skills
 | E |
| * Approachable, accessible and flexible
 | E |
| * High expectations and standards
 | E |
| * Experience of managing difficult situations and conflicts
 | D |
| * Understanding the relationship between managing performance, professional development and school improvement
 | E |
| **Management ability**  | * High levels of organisational skills and ability to use own initiative
 | E |
| * Ability to anticipate and solve problems
 | E |
| * Ability to establish and sustain appropriate management structures
 | E |
| * The ability to create a stimulating and attractive environment that supports learning, inside and out
 | E |
| * Experience of implementing and evaluation school policies
 | E |
| * To manage and support staff working with individual and small groups of children on a daily basis
 | E |
| * The ability to meet deadlines
 | E |
| * Able to prioritise, plan and organise own workload
 | E |
| * Manage change effectively
 | E |
| * Organise and lead CPD
 | E |
| * Managing resources and budgets effectively
 | D |
| **Working with parents**  | * Commitment to parent and community partnerships
 | E |
| * Employment of a range of strategies to encourage parents to support their children’s learning
 | E |
| * Commitment to a wider curriculum beyond school
 | E |
| **Personal Skills and Attributes**  | * Possesses a genuine empathy with children
 | E |
| * Demonstrates enthusiasm, commitment, resilience and energy with the ability to motivate and inspire others
 | E |
| * Able to communicate a clear school vision
 | E |
| * A good listener, capable of making reasoned and considered judgements
 | E |
| * Approachable and possessing integrity
 | E |
| * An excellent record of punctuality and attendance
 | E |
| **Accountability**  | * Understands the role of the Governing Body
 | E |
| * Understands the role of Ofsted
 | E |
| * Has a good understanding of the need to be accountable to parents for the education of their children
 | E |
| * Can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school
 | E |
| * Has previous experience of challenging and supporting others in order to achieve specific targets
 | E |
| * Can articulate an understanding of individual, team and whole school accountability for pupil outcomes
 | E |
| * Has a comprehensive understanding of school data and how it can be used to benchmark a schools performance and for target setting
 | E |
| * Experience of reporting attainment and progress to a range of audiences
 | E |