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| **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 |