

Criteria	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • Outstanding Primary Class teaching with a proven track record of raising attainment and achievement • Experience of successfully leading whole school curriculum improvements • Experience of working closely with the extended school community 	<ul style="list-style-type: none"> • Ongoing CPD and NPQH/other relevant post degree qualifications • Experience of teaching across the primary age range • Significant evidence of raising attainment and achievement in a phase of primary education • Experience in more than one school
Knowledge	<ul style="list-style-type: none"> • Understanding of how to use school self-evaluation techniques to raise standards and drive improvement • Clear understanding of the essential qualities necessary for effective teaching and learning and how to develop these across the school • Knowledge of child development theory, latest research and studies and evidence of their impact on teaching and learning 	<ul style="list-style-type: none"> • Clear subject specialism or area of expertise • Knowledge of recent educational developments, initiatives and legislation and how they may impact upon the school
Skills	<ul style="list-style-type: none"> • Clear ideas for raising standards as well as the engagement of all learners in an exciting school ethos and well-designed curriculum • Ability to analyse data, the performance of pupils and pupil progress and plan appropriate actions for whole school improvement • Develop and deliver effective and inspirational professional development for staff, including coaching and mentoring • Ability to lead, motivate, challenge and support others in working towards common agreed goals • Excellent oral and written communication skills • Proven experience of building positive relationships • Ability to show initiative, responding positively and sensitively to a range of situations • Excellent organisational / time management skills with the ability to manage time effectively and prioritise in order to achieve collective goals • Willingness to be involved in the wider life of the school 	<ul style="list-style-type: none"> • Strong analytical skills, with the ability to use data effectively for school improvement

Personal Qualities	<ul style="list-style-type: none">• Successful experience of working in partnership with the Governing Body, staff and parents• High expectations for self and others and a strong commitment to achieving the best outcomes for every child• Resilient and able to remain positive and retain your sense of humour• Be an effective team player who works collaboratively and effectively with others• Patience, flexibility, and a calm demeanour in challenging situations• A passion for supporting the learning and development of children.• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school• A creative, flexible, imaginative, sympathetic and enthusiastic individual• Commitment to safeguarding and promoting the welfare of children.	
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Criteria	Essential	Desirable
<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> • Degree • QTS • Evidence of recent and relevant SEND qualifications / training • Experience working across the primary age range • Experience of working with children with a range of SEND including those with dyslexia, ADHD, and or ASD • Experience of using a range of teaching strategies designed to meet the educational needs of children with different learning difficulties • Working closely with parents, Teaching Assistants and other professionals 	
<p>Knowledge</p>	<ul style="list-style-type: none"> • Sound knowledge of the National and Early Years Curriculums • A practical understanding of equal opportunities • Secure subject knowledge, particularly of early literacy and numeracy • Understanding of and ability to use teaching and learning strategies appropriate for Children with SEND • Understanding of and ability to use teaching and learning strategies appropriate for children with very specific needs such as those related to autism • The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEND and Child Protection • The positive links necessary within school and with all its stakeholders 	<ul style="list-style-type: none"> •

Skills	<ul style="list-style-type: none"> • The ability to communicate effectively in a verbal and written form to a range of audiences • A highly motivated, energetic and enthusiastic teacher who is approachable and promote positive relationships • A proven track record as an excellent, creative teacher who motivates children • Able to relate well to children and share their interests and enthusiasms • Effective administrative and organisational skills • Ability to communicate orally and in writing to a wide range of audiences, including outside agencies • Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care, working knowledge of ICT for teaching and administrative purposes • Ability to cope with the pressures of a demanding management position • Passionate about Teaching and Learning • Displays warmth, care and sensitivity in dealing with children • Open minded, self-evaluative and adaptable to changing circumstances and new ideas • Able to enthuse and reflect upon experience • Willingness to be involved in the wider life of the school • Ability to prioritise • Good interpersonal/communication skills 	<ul style="list-style-type: none"> •
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