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| CRITERIA  | Essential/ Desirable  | Application   | Tasks   | Interview   | Vetting  |
| Knowledge and qualifications  |  |  |  |  |
| 1.Qualified teacher status  | E  | x  |   |   | x  |
| 2. Demonstratable or willingness to learn SEND, Safeguarding and Attendance policies, assessments, practices to create improvement in attainment and progress | E  | x  |   |   | x  |
| 3. Evidence of personal commitment to lifelong learning  | E  | x  |   | x  |   |
| 4. Current knowledge and understanding of national and local education policy, curriculum and management issues  | E  | x  |   | x  |   |
| 5. Thorough understanding of how young people learn and the core features of effective curriculum planning, delivery and assessment  | E  |  x | x  | x  |   |
| Experience  |  |  |  |  |
| 6. Demonstrable experience teaching in first/primary to improve pupil outcomes  | E  | x  |   | x  |   |
| 7. Experience of monitoring and evaluating teaching/learning, analysing data and target setting for pupils next steps  | E  | x  | x  | x  |   |
| 8. Commitment to a creative and active curriculum that is enjoyable and inspiring | E  | x  |   | x  |   |
| 9. Experience contributing to leadership (or working alongside leaders) and management in a first/primary school  | E  | x  |   | x  |   |
| Skills and competencies  |  |  |  |  |
| 10. Models good practice and adapts to coaching with integrity, positivity, resilience and clarity  | E  | x  | x  | x  |   |
| 11. Able to translate school improvement priorities into practical actions which support and empower pupils to succeed | E  | x  | x  | x  |   |
| 12. Demands ambitious standards and high expectations for all pupils to overcome disadvantage and advance mastery  | E  | x  | x  | x  |   |
| 13. Support a culture of self-evaluation and demonstrate commitment, engagement  | E  | x  | x  | x  |   |
| 14. Personal drive to effectively plan workload and set priorities for self  | E  | x  | x  |   |   |
| 15. Excellent oracy and communication skills that are effective for a range of audiences including how best to approach difficult or sensitive issues  | E  |   | x  | x  |   |
| 16. Committed to working with other professionals to champion best practice and secure excellent outcomes for all pupils  | E  | x  | x  | x  |   |
| 17. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline  | E  |   |   | x  | x  |
| Other  |  |  |  |  |
| 18. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role  | E  | x  |   | x  | x  |
| 19. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role  | E  |   |   |   | x  |