

Attributes	Essential	Desirable	How identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Commitment to continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>Good degree</li> <li>Evidence of relevant in-service training</li> </ul>	Application form References
<b>Physical</b>	<ul style="list-style-type: none"> <li>Good recent health record.</li> </ul> <p><i>This would not preclude applications from disabled candidates.</i></p>		Application form References Interview process
<b>Relevant experience</b>	<ul style="list-style-type: none"> <li>Teaching experience in FS or KS1</li> <li>Proven record as an effective classroom practitioner <b>or</b> successful teaching practices in either Foundation or Key Stages 1 and 2.</li> </ul>		Application form References Interview process
<b>Special knowledge &amp; skills</b>	<ul style="list-style-type: none"> <li>Good knowledge of planning, teaching and assessing against the NC objectives</li> <li>Good knowledge of AfL principles</li> <li>Good communication skills</li> <li>Able to promote positive behaviour strategies</li> <li>Compliance with the school's policy for the protection and safeguarding of children</li> <li>To motivate and inspire children</li> <li>A willingness to work throughout the primary school</li> <li>Ability to develop a subject leadership role</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the principles of accelerated learning techniques</li> <li>Ability to lead a specific curriculum area.</li> </ul>	Application form References Interview process
<b>Disposition</b>	<ul style="list-style-type: none"> <li>High expectations of self and others</li> <li>Enthusiastic, reflective, organised and versatile</li> <li>Commitment to raising standards</li> <li>Sensitive to children's needs and nurturing vulnerable pupils</li> <li>Committed to Continuous Professional Development and is evaluative; able to reflect on past experiences</li> <li>Respects the need for confidentiality</li> <li>Works collaboratively and supportively with colleagues within the school and other agencies and as part of a school team</li> <li>Is calm when working under pressure</li> <li>Is honest and shows due respect and compliance to Trust policies.</li> <li>Is self-aware and effectively manages own time.</li> <li>Able and willing to use own initiative</li> <li>Able and willing to motivate a small team of adult helpers</li> <li>Able and willing to be involved in the wider school community</li> <li>A good sense of humour</li> </ul>		Application form Interview process References
<b>Personal circumstances</b>	<ul style="list-style-type: none"> <li>Circumstances should not in any way preclude attendance at evening meetings and other in-service commitments</li> </ul>		Interview process