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| **Note to applicants**  Whilst all criteria below are important, those under the Essential heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. | | | |
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| **Essential criteria** | | | MOA\* |
| **Necessary Requirements – Skills, Knowledge, Experience etc** | | |  |
|  | Qualified Teacher Status | | A |
|  | Evidence of continuing and recent professional development | | A |
|  | Proven track record of outstanding teaching in Primary/ Specialist / Early Years setting | | A, I, T |
|  | A proven track record of raising attainment in any key stage (s) | | A, I |
|  | Good understanding of effective strategies for gaining and maintaining high standards of behaviour at whole school level, in accordance with the school’s policy | | A, I, |
|  | An excellent understanding of current theory and best practice in teaching and learning, particularly related to SEND and pupil progress | | A, I, P |
|  | The ability to develop and maintain effective relationships with all members of the school community and outside agencies | | A, I |
|  | Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines | | I, A |
|  | Personal attributes   * Self-confidence * Approachability * Accessibility * Flexibility * reliability * sense of humour | | A, I |
|  | Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures | | A, I, |
|  | Good ICT skills | | A |
|  | Ability to quickly build positive relationships with children | | T, I, A |
| **Desirable Criteria** | | |  |
| **Necessary Requirements – Skills, Knowledge, Experience etc.** | | |  |
|  | | Recent, significant and successful experience as a teacher in a specialist setting and Primary/ EYFS setting | A |
|  | | Experience of teaching in a nurture hub or outreach support | A |
|  | | Knowledge of equality of opportunity issues and how they can be addressed in schools | A, I |
|  | | Experience of teaching in more than one school | A |
|  | | Understand the role of parents and the community in school improvement and how this can be promoted and developed | A, I |
|  | | Experience of using pupil attainment and tracking databases | A, I |
|  | | Experience of initiating and implementing strategies to improve parental involvement in their children’s learning | A |
|  | | Understanding of Early Childhood Trauma/ Adverse Childhood Events and impact on child development | A, I |
|  | | Willingness to undertake additional CPD around mental health, ACEs/ Trauma Informed practice, behaviour de-escalation and supporting children to self-regulate | A, I |
|  | | Willingness to be involved in life of school and wider community through after school clubs, Forest Schools and outdoor provision, educational visits, community events | A, I |

**Method of assessment (\* M.O.A.)**

**A =** Application form**, I** **=** Interview**, P =** Presentation**, T =** Task**,**