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|  | **ESSENTIAL CRITERIA** | **DESIRABLE CRITERIA** |
| QUALIFICATION | Trained in Primary Education to degree or P.G.C.E level. | Further evidence of relevant professional development |
| EXPERIENCE | Successful recent teaching in Year 1,2 or 3.  Target setting and tracking pupil progress via recording observations and AfL | Successful experience in supporting and working with other adults and Teaching Assistants  Successful experience of Curriculum Leadership-  Experience across a number of year groups within KS1 / early KS2 |
| SKILLS, KNOWLEDGE | Excellent classroom practitioner enabling children to make good progress. Using Quality First Teaching and targeted support where necessary.  Clear understanding of the Primary Curriculum and broad Age Related Objectives and sequence of learning.  Effective Teaching of full curriculum to a wide range of abilities including very able and children those with SEND  IT competence and confidence  Positive behaviour management skills to deal with situations calmly, consistently and to remain child centered. | Relevant, recent INSET  Ability and willingness to contribute to school beyond own class responsibility  Have experience of supporting children through change of teacher mid-year. |
| **OTHER FACTORS, PERSONAL QUALITIES** | Team player with a cheerful and helpful attitude.  Flexible attitude, reliable and responsible. Enthusiasm and initiative.  Positive, optimistic.  Willingness to share practice with colleagues and take advice  Be generally supportive of school aims and ethos and radiate a can do attitude problem solving attitude.  To be responsive to SLT direction when required and support their aspirations for the children, staff and wider school contribution.  Have good interpersonal skills in dealing with parental concerns and able to emapthise and negotiate when others hold alternative viewpoints.  To be reflective over own performance and that of children and to refine and adapt teaching and learning accordingly. | Recent experience working within a job-share arrangement.  Sense of humour appropriate to harmonious working with other and appropriateness for working with children.  Willingness to support wider school community  Areas of expertise, knowledge or interest which can enhance the school / impact upon children |