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|  | **Essential** |  | **Desirable** |  |
| **Qualifications & Career Development** | Qualified teacher status or eligible for QTS. |  | Evidence of recent professional development. |  |
| Commitment to continuous professional development |  |  |  |
| **Experience** | Recent experience of classroom teaching (including teaching practice) |  | Knowledge of teaching phonics at Key Stage 2 |  |
| Practiced in providing effectively for pupils with differing educational needs. |  | Ability to lead a curriculum area |  |
| **Personal Qualities & Relationships** | Commitment to promoting the school’s Christian ethos within the school and wider community. |  | Enthusiastic approach to sharing practice across the school. |  |
| Reliable, punctual and well organised. |  |  |  |
| Ability to work well within a team and form supportive relationships with all staff. |  |  |  |
| Ability to establish links with parents to support their child’s learning. |  |  |  |
| Ability to communicate clearly and effectively, both orally and in writing. |  |  |  |
| Have a positive attitude with high expectations of him/herself, pupils and colleagues. |  |  |  |
| **Knowledge & Understanding** | Knowledge of recent initiatives in education, including current issues. |  | Willingness to lead extra-curricular activities. |  |
| Interest and enthusiasm for creative approaches to teaching and learning. |  | An understanding of the transition between KS1 and KS2 |  |
| A clear understanding of how assessment informs planning |  | Knowledge and experience of the SEN code of practice |  |
| Knowledge of Age Related Expectations of the new curriculum and experience of planning to a creative curriculum and the National Curriculum 2014 |  | Knowledge of the Dorset Steps approach to behaviour |  |
| Calm and consistent approach to behaviour management. |  |  |  |
|  | A clear understanding of safeguarding and child protection procedures. |  |  |  |
| **Key Skills** | Teaching demonstrates high expectations and standards |  |  |  |
| Experience of using ICT as a tool for teaching, learning and assessment |  |  |  |