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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  |   |   |   |