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|  | **Key Requirements** | **Essential** | **Desirable** |
| Qualifications | Right to work in the UK | ✓ |  |
| Educated to degree level | ✓ |  |
| Qualified teacher status | ✓ |  |
| Evidence of further professional development |  | ✓ |
| Knowledge, Skills and Experience | Experience of planning and delivering teaching across KS1 and KS2. | ✓ |  |
| Experience of planning and delivering teaching in the Early Years Foundation Stage. |  | ✓ |
| Ability to demonstrate extensive experience of delivering exceptionally high standards in teaching and learning and inspire those around you to do the same | ✓ |  |
| Knowledge and understanding of the primary curriculum and current educational issues. | ✓ |  |
| Knowledge and understanding of the EYFS curriculum and current educational issues. |  | ✓ |
| Able to plan, organise, model and resource an outstanding and stimulating learning environment for individual children and groups of children and deliver, evaluate and assess learning | ✓ |  |
| Pastoral needs of children and ability to form positive relationships with all children including SEND and motivate them to succeed | ✓ |  |
| Have a sound understanding and be able to demonstrate how assessment and data support school improvement and the drive for high standards | ✓ |  |
| Skills, Abilities and Personal Qualities | Work at all times within the framework of agreed school policies alongside a commitment to the highest standards of child protection and safeguarding | ✓ |  |
| Have a flexible approach to work who enjoys being a good team member | ✓ |  |
| Good communication skills both orally and in writing | ✓ |  |
| Able to manage own work load effectively and respond swiftly to tight deadlines | ✓ |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships that discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions | ✓ |  |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit through maintaining a personal commitment to professional development | ✓ |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy and to show a caring attitude towards pupils, staff and parents/carers | ✓ |  |
| Recognition of the importance of personal responsibility for health and safety | ✓ |  |
| Commitment to the school’s ethos, aims and to contribute to the wider life of the school. | ✓ |  |