|  | **Essential** | **Desirable** | **Method of Assessment** |
| --- | --- | --- | --- |
| General Qualifications & Training |  |  |  |
| Educated to degree level | ✓ |  | AF / D |
| QTS or equivalent | ✓ |  | AF / D |
| ICT proficiency | ✓ |  | A / I |
| Commitment to attend appropriate training and development  | ✓ |  | AF / I |
| **Experience** |  |  |  |
| Foundation / Key Stage 1 / Key Stage 2 experience (at least one) | ✓ |  | A / I / R |
| Good subject knowledge and familiarity of the relevant key stage curriculum | ✓ |  | A / I / R |
| Ability to plan and deliver differentiated, interactive and stimulating lessons | ✓ |  | A / I / R |
| Ability to adapt teaching to respond to the strengths and needs of all pupils | ✓ |  | A / I / R |
| Ability to manage behaviour effectively to ensure a good and safe learning environment | ✓ |  | A / I / R |
| Ability to promote good progress and outcomes for all pupils | ✓ |  | A / I / R |
| Ability to utilise assessment data in effective lesson planning and targeted intervention | ✓ |  | A / I / R |
| Evidence of involvement in CPD activities  | ✓ |  | A / R |
| Personal Attributes |  |  |  |
| Well motivated, enthusiastic, adaptable and willing to take on a challenge | ✓ |  | I |
| A willingness to support other key stages within the academy / trust as required | ✓ |  | I |
| Excellent communication skills | ✓ |  | A / I |
| Demonstrates passion and desire for their subject to inspire and enthuse pupils of all abilities | ✓ |  | A / I |
| Consultative, yet able to work independently | ✓ |  | A / I / R |
| A genuine interest and empathy for young people | ✓ |  | I |
| High expectations, and the belief that all pupils, whatever their background, can achieve their full potential | ✓ |  | A / I |
| A strong commitment to inclusive education | ✓ |  | A / I |
| Ability to build positive working relationships | ✓ |  | A / I / R |
| Good sense of humour and perspective | ✓ |  | I |
| **Other Requirements** |  |  |  |
| Good record of attendance and punctuality in current / previous employment (not including absences resulting from disability) | ✓ |  | I / R |
| No serious health problem which is likely to impact upon job performance (that is, one which cannot be accommodated by reasonable adjustment) | ✓ |  | A / I |
| Appointment of the successful applicant will be subject to satisfactory DBS disclosure at an enhanced level (further information can be found at www.disclosure.gov.uk).  | ✓ |  | D |

**Methods of Assessment: A – Application Form I – Interview R – References D – Documents**

**All adults in school have a responsibility to safeguard and promote the welfare of children**