|  |  |
| --- | --- |
| Essential | Desirable |
| **Qualifications**  • Qualified teacher status | • Experience of leading a curriculum subject area |
| **Experience**  • Teaching experience in Key Stage 1 with  proven ability as a classroom practitioner. (If an NQT  this would be successful student teacher experience)  • Ability to provide a stimulating and challenging  classroom environment for all pupils. | • Classroom experience in the Foundation Stage  • Experience of working with and supervising other adult  support within the classroom (e.g. TA’s/volunteers) |
| **Specialist Knowledge**  • Knowledge and understanding of a broad, balanced  and curriculum relevant to KS1/EYFS  • A secure understanding of the processes by which  children learn and how to plan creatively  • Ability to differentiate learning to meet the needs of all  children to provide a rich, inclusive curriculum  • Ability to use assessments to track progress, set targets  and plan ‘next steps’  • Excellent written and verbal communication skills and a  good grasp of grammar  • A willingness to lead effectively on one or more curriculum areas.  • The ability to promote good behaviour through positive  behaviour management  • Secure knowledge and understanding of the teaching  of reading and phonics | • A well-developed knowledge of a particular curriculum  area  • An understanding of a whole school approach to  raising standards  • Familiarity with the SEN Code of Practice.  • Ability to use ICT effectively to enhance learning across  a range of subjects.  . |
| **Personal Qualities**  • Ability to work independently and a commitment to  working co-operatively in a team  • An enthusiastic, caring and flexible teacher, committed  to the achievement of high standards  • A commitment to quality learning.  • Ability to relate to, and build positive relationships with  pupils, parents and colleagues  • A creative and imaginative thinker.  • Conscientious, hard-working and professional  • An ability to embrace change positively and with  enthusiasm  • The ability to accept and act on advice and support.  • To be able to motivate children to achieve their best | • A sense of humour.  • To be able to think strategically.  • To contribute enthusiastically to all aspects of school  life. |
| **Professional Development**  • Committed to own continued professional  development  • An understanding of the current developments in  primary education | • An understanding of the distinctiveness of a church  school and an ability to uphold the Christian values  which underpin the ethos of the school  • To have an up to date knowledge of national priorities  To support school improvement |