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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Degree or equivalent | ✓ |  |
| Qualified Teacher Status | ✓ |  |
| Evidence of further educational qualifications, e.g. at Masters level |  | ✓ |
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| **Experience** |  |  |
| Consistently excellent teacher with at least 5 years teaching  experience in the primary age range | ✓ |  |
| Substantial knowledge and understanding of learning and teaching  across the primary age range | ✓ |  |
| Experience of a leadership role | ✓ |  |
| Experience of teaching in more than one key stage | ✓ |  |
| SEN and/or Safeguarding strength/background |  | ✓ |
| Experience of working with Governors |  | ✓ |
| Experience of teaching in a Church School |  | ✓ |
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| **Professional Knowledge and Understanding** |  |  |
| Specific knowledge of the primary curriculum | ✓ |  |
| Proven understanding of the needs of children as learners through the  delivery of adaptive learning | ✓ |  |
| Assessment and target setting, pupil tracking and other methods of  analysing both pupil attainment and achievements | ✓ |  |
| Strategies for inclusion and the development of all groups of learners | ✓ |  |
| A commitment to developing the whole child through an enriched and  diverse curriculum in school and through extra- curricular activities | ✓ |  |
| Experience of financial planning and management |  | ✓ |
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| **Strategic Leadership** |  |  |
| Ability to articulate and share a vision of primary education, supporting  the aims and ethos of the academy | ✓ |  |
| Ability to inspire and motivate staff, pupils, parents and governors to  achieve the aims of the academy | ✓ |  |
| Evidence of successful strategies for planning, implementing,  monitoring and evaluating school improvement | ✓ |  |
| Lead staff development activities, supporting all staff to improve  quality of teaching and learning | ✓ |  |
| Ability and experience in coaching. |  |  |
| Manage change and development by leading and managing people to  work both individually and in teams; to facilitate a collaborative  approach to decision making | ✓ |  |
| Experience of managing challenges by dealing sensitively with people and resolving conflict | ✓ |  |
| Proven track record of building strong relationships with other  academy/schools | ✓ |  |
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| **Teaching and learning** |  |  |
| Secure knowledge of statutory requirements relating to the curriculum  and assessment | ✓ |  |
| Excellent understanding of the characteristics of an effective learning  environment and the key elements of successful behaviour management | ✓ |  |
| A secure understanding of assessment strategies and the use of  assessment to inform the next stages of learning | ✓ |  |
| Experience of effective monitoring and evaluation of teaching and  learning | ✓ |  |
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| **Accountability** |  |  |
| Ability to communicate effectively, orally and in writing to a range of  audiences including all stakeholders | ✓ |  |
| Experience of effective whole school self-evaluation and improvement  strategies | ✓ |  |
| Experience of offering challenge and support to improve performance | ✓ |  |
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| **Interpersonal Skills** |  |  |
| Ability to lead, influence and manage change | ✓ |  |
| Ability to prioritise and manage time effectively, being able to work  under pressure and meet deadlines | ✓ |  |
| Communicate clearly and effectively with all those involved in the life  of the school | ✓ |  |
| Think creatively and imaginatively to solve problems and identify  opportunities | ✓ |  |
| Facilitate a collaborative approach to decision making | ✓ |  |
| Be self-motivating, setting personal goals and having energy and  enthusiasm for the role | ✓ |  |
| Set a good example in terms of punctuality, attendance and general  professionalism | ✓ |  |
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| **References** |  |  |
| Two fully supportive references, one from the current employer | ✓ |  |