|  |  |  | **Assessed by:** | |
| --- | --- | --- | --- | --- |
| **No** | **Categories** | **Essential / Desirable** | **App Form** | **Interview / Task** |
| **QUALIFICATIONS** | | | | |
|  | Qualified Teacher Status (QTS) | E | ✓ |  |
|  | A relevant degree | E | ✓ |  |
|  | |  | | --- | | Recent relevant training/professional development | | D | ✓ |  |
| **EXPERIENCE** | | | | |
|  | Experience of teaching the primary curriculum | E | ✓ | ✓ |
|  | Experience of effective working with teaching assistants | E | ✓ | ✓ |
|  | Experience of teaching in EYFS and/or Key Stage One. | D | ✓ | ✓ |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
|  | To be an excellent classroom practitioner and role model | E | ✓ | ✓ |
|  | An ability to communicate effectively, both orally and in writing, to a range of audiences | E | ✓ | ✓ |
|  | Knowledge of current education issues and developments | E | ✓ | ✓ |
|  | |  | | --- | | Confidence in using standard computer packages and how these can be used to enhance pupils’ learning | | E | ✓ | ✓ |
|  | Commitment to promoting the school’s distinctive Christian vision and values | E | ✓ | ✓ |
|  | A commitment to the development of a creative and relevant curriculum in line with statutory requirements e.g. EYFS and the National Curriculum | E | ✓ | ✓ |
|  | Ability to work effectively as part of a school team and with students and parents | E | ✓ | ✓ |
|  | Clear knowledge of safeguarding practices and commitment to children’s welfare | E | ✓ | ✓ |
| **PERSONAL QUALITIES** | | | | |
|  | Friendly, approachable and professional manner | E | ✓ | ✓ |
|  | A commitment to working as part of the whole school team and supporting the vision and aims of the school | E | ✓ | ✓ |
|  | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | E | ✓ | ✓ |
|  | Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | E | ✓ | ✓ |
|  | Willingness to support the wider life of the school e.g. trips, sporting events, PTFA events. | D | ✓ | ✓ |