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| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **HOW TESTED** |
| 1. **Qualifications and training** | | | |
| Education | * Qualified teacher status * Graduate | Additional relevant qualifications | AF & interview |
| Professional Development | * Experience of planning and delivering CPD for staff in school * Experience of leading teachers | * Experience of successful induction of new teachers | AF/I |
| 1. **Experience** | | | |
| Teaching | * At least three years classroom teaching experience * Some experience of at least 2 key stages * Excellent classroom practitioner | * Taught in at least two schools * Experience of a wide range of age ranges | AF/I |
| 1. **Knowledge and understanding** | | | |
| National Agendas | * Understanding the conduct and value of performance management * Awareness of current and future developments in education and the implications of these |  | AF/I |
| EYFS & National Curriculum | * Understand the principles of planning from the EYFS and the NC * Knowledge of the different assessment systems used to track progress | * Experience of planning the curriculum across more than one key stage * Involved in curriculum design and management | AF/I |
| Parents and the community | * Understanding of the role which can be played by the parents and the community supporting the school to raise standards * Understanding of the importance of community cohesion to prepare pupils to live and contribute to society | * Experience of implementing successful strategies to promote community cohesion * Good understanding of strategies which encourage parents and carers to support their children’s learning | AF |
| 1. **Leadership and management** | | | |
| Resources | * Coordination and deployment of staff * Management of teaching resources | * Involved in the appointment and induction of staff * Use of ICT for administration, resource and budget purposes | AF |
| Leadership | * Lead by example to motivate pupils and staff to achieve high standards * The use of a range of tools and evidence to improve attainment of children in class * Set high standards and provide a focus for improvement * Undertaken, either solely or as part of team, whole school improvement work | * Experience of using a variety of information, including performance data, to support, monitor, evaluate and improve education of children * Experience of playing a leading role in implementing a School Development Plan * Experience of challenging under performance | AF/I |
| Management | * Ability to manage change in a school, monitoring and evaluating its impact * Knowledge and practice in using a range of behaviour management techniques | * Possess a good understanding of the differences between leadership and management | AF/I |
| Standards | * Understand the characteristics of an outstanding school * Awareness of strategies to raise pupil achievement | * Involved in setting targets for key stage/whole school * Knowledge of the SEN code of practice | AF/I |
| 1. **Personal Attitudes and Attributes** | | | |
| Education Philosophy | * A commitment to raising achievement through partnership with parents and outside agencies * A determination to progress school improvement and a desire to fulfil each child’s potential * A commitment to inclusive education and willingness to respond to the needs of individual learners | * Knowledge and use of work of the EEF * Pedagogy geekiness | AF/I |
|  | * Commitment to equality of opportunity for all * To have a drive to reduce barriers to learning * Understand the need to promote oneself as a positive role model | * Experience of implementing strategies for social inclusion | AF |
|  | * Ability to communicate effectively in writing and orally * Confident in the use of ICT * Flexible and approachable * Resilient under pressure * Ability to deal sensitively with people and resolve conflicts | * A positive and energetic approach to work |  |
|  | * Self confident * Organisational awareness * Optimism * Inspirational | * An excellent health and attendance record | AF/I |