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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**
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| 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 |