

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Coordination • Outstanding primary teaching practice • Experience of working with children with additional needs • DSL training (desirable)
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • An up-to-date understanding of how children learn based on cognitive theories • Understanding of how emotional well-being impacts on achievement • Ability to adapt teaching to meet pupils' needs and delivering CPD, including modelling and team-teaching, to that effect • Ability to build effective working relationships with pupils to facilitate their learning • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Effective data analysis skills to track the progress of vulnerable groups/children • A strategic thinker • Excellent organisational skills and superb interpersonal, communication skills • Strong ICT skills, particularly using Microsoft programmes and related software to deliver personalised learning that is accessible for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges

Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • A desire to develop children as life-long, curious learners • High standards and expectations of all • A collaborator with a positive outlook and a good sense of humour • A Leader with the ability to motivate and inspire others • An understanding of the challenges of our current education system and how to better prepare our young people for the 21st century • Ability to work under pressure and prioritise effectively • Commitment to always maintaining confidentiality • Commitment to safeguarding and equality • Enjoyment of collaboration and working other staff as a community of learners that challenge traditional thinking • Commitment to CPD and personal development to meet the needs of an evolving school system • Willingness to move away from passive forms of learning and move towards interactive teaching methods that promote critical and individual thinking • Leading staff development to embrace teaching in enabling environments that promote flexibility, collaboration, and independence
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