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| 1. | Qualifications / Experience |  | |  | |
|  |  | | Essential/  desirable | | Application  form | | | Interview |
| DFE qualified teacher status. | | E | | ✓ | | |  |
| Recent leadership experience within a primary school setting | | E | | ✓ | | |  |
| Evidence of further professional development | | D | | ✓ | | |  |
| To have effectively managed a whole school change, for example introduced a new initiative or procedure or developed a strategy that impacted significantly on child’s learning | | E | | ✓ | | | ✓ |
|  | |  | |  | | |  |
| 2. | Knowledge | |  | | | |  |  |
|  |  | | Essential/  desirable | | Application  form | | | Interview |
| A knowledge and understanding of recent education legislation and its impact on schools and the ability to anticipate future trends. | | E | | ✓ | | | ✓ |
| A substantial knowledge, experience and enthusiasm for curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils. | | E | | ✓ | | | ✓ |
| A knowledge of the principles and practice of quality assurance systems, including whole school review, self-evaluation and appraisal. | | D | | ✓ | | | ✓ |
| Knowledge of the structure and content of the Early Years Foundation Stage Curriculum and National Curriculum | | E | | ✓ | | | ✓ |
| Understanding of effective teaching, learning and assessment | | E | | ✓ | | | ✓ |
| Knowledge of administrative and budget management | | D | | ✓ | | | ✓ |
| Secure knowledge and understanding of the role that safeguarding plays in the school setting | | E | | ✓ | | | ✓ |

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| 3. | Skills and abilities |  | |  | |  | |
|  |  | | Essential/  desirable | | Application  form | | Interview |
| Committed to uphold the ethos and vision of the school | | E | | *✓* | | *✓* |
| Successful leadership experience in action planning and school/core subject leadership | | E | | *✓* | | *✓* |
| To have involvement with school improvement planning processes, particularly monitoring and evaluating effectiveness of actions | | E | | *✓* | | *✓* |
| Successful experience of leading continuing professional development | | E | | *✓* | | *✓* |
| Evidence of working with or supporting others to develop as teachers | | E | | *✓* | | *✓* |
| Successful experience of policy development and working on whole school initiatives with Head Teacher/SLT | | E | | *✓* | | *✓* |
| Confidence in teaching skills to monitor, advise and develop other teacher colleagues | | E | | *✓* | | *✓* |
| Sound understanding of teaching, learning and assessment | | E | | *✓* | | *✓* |
|  | Excellent written, oral and ICT communication skills | | E | | *✓* | | *✓* |
|  | A commitment to joining in the full life of the school | | E | | *✓* | | *✓* |
|  | Highly effective classroom teacher with high expectations of achievement and behaviour | | E | | *✓* | | *✓* |
|  | Experience of teaching across the primary school range | | D | | *✓* | | *✓* |
|  | Creative approach to solving problems | | D | | *✓* | | *✓* |
|  | Evidence of effective assessment leadership and pupil tracking coordination | | D | | *✓* | | *✓* |
|  | Experience of quality monitoring of curriculum subjects which has led to improved outcomes for children | | D | | *✓* | | *✓* |
|  | Experience of working with children and families with complex needs. | | D | | *✓* | | *✓* |
|  | Have experience of inclusive education practice in school | | E | | *✓* | | *✓* |
|  | A broad and in-depth knowledge of school statutory assessment procedures across the Key Stages and successful experience of achieving the best outcomes for children | | D | | *✓* | | *✓* |

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| 4. | Commitment to and awareness of Equal Opportunities issues |  | |  | |
|  |  | | Essential/  desirable | | Application  form | | Interview | |
| Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access, inclusion and diversity and opportunity for both staff and children, to overcoming obstacles/barriers to this and to removing practices which are counter to it. | | E | | ✓ | | ✓ | |
|  |  | |  | |  | |
| 5. | Commitment to the promotion of Health & Safety at Work |  | |  | |  | |
|  | | Essential/  desirable | | Application  form | | Interview | |
| Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils. | | E | | ✓ | | ✓ | |
| Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action. | | E | | ✓ | | ✓ | |
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In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues regarding safer recruitment and the welfare of children.

January 2019