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| Please note: in the first instance, applications are assessed against the following criteria:   * Overall presentation * Use of standard English * Grammatical accuracy   Where applications do not meet the expected standard, they will be discarded before assessment against the person specification. | | **Essential/ Desirable** | **Assessment Method** |
| **Qualifications** | | | |
| 1 | A first degree and Qualified Teacher Status | E | A |
| 2 | Further relevant professional studies e.g. NPQML, Specialist Leader of Education | D | A |
| **Experience** | | | |
| 3 | Recent experience of teaching in a primary school (within the last 2 years) | E | A,I,R |
| 4 | A forensic knowledge of the EYFS, KS1 or KS2 curriculum and assessment procedures (dependent on post) and a clear understanding of tracking progress to accelerate pupil outcomes and inform next steps in learning | E | A,I,R |
| 5 | Effective deployment of support staff | E | A,I,R |
| 6 | Experience of leading a subject area (especially music and/or art) | D | A,I,R |
| **Abilities, Skills and Knowledge** | | | |
| 7 | A sound understanding of strategies to support all children’s learning, including through the use of assessment for learning techniques to secure excellent outcomes for all learners | E | A,I,R |
| 8 | The ability to set realistic and challenging targets and be able to assess and review learners’ progress | E | A,I,R |
| 9 | Able to communicate effectively with all stakeholders | E | A,I,R |
| 10 | Able to consistently engage and enthuse learners by providing a broad and balanced curriculum, including personalising learning to meet all learners’ needs | E | A,I,R |
| 11 | Able to secure rapid progress for all learners, regardless of their starting point by planning and teaching effective lessons | E | A,I,R |
| 12 | Ability to manage behaviour in a positive way | E | A,I,R |
| 13 | Strong ICT skills | E | A,I,R |
| 14 | Have positive values, attitudes and have high expectations for all learners with a relentless focus on outcomes and standards | E | A,I,R |
| 15 | Knowledge of safeguarding issues and successful use of measures that promote and ensure the safeguarding of children | E | A,I,R |
| 16 | Trained in Read, Write Inc | D | A,I |
| **Personal Qualities** | | | |
| 17 | Excellent organisation skills with the ability to self-direct as well as work successfully within a team | E | A,R |
| 18 | Commitment to the vision and aims of the school and Smart Multi Academy Trust | E | A,I,R |
| 19 | Evidence of relevant and on-going professional development, training and experience of curriculum innovation | D | A,I |
| 20 | Willingness and/or ability to teach across the primary age range | D | A,I |
| 21 | Willing and able to contribute to extra-curricular activities | D | A,I |
| 22 | Willingness to contribute to Trust-wide initiatives and develop effective working relationships with all stakeholders | D | A,I |

**Key**

A = Application I = Interview/Tasks R = References

**Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced DBS Certificate |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | Prohibition Checks |
| 4 | Qualifications essential to the post eg. Qualified Teacher Status |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment). |
| 6 | Medical clearance |