



Of course, we would like to appoint somebody with a positive attitude, creativity and a patient, friendly manner who is committed to the ethos of continuous improvement for all. Below are some of the more specific competencies that the successful applicant will be able to demonstrate:

Essential	Desirable
<p>Qualified Teacher Status.</p> <p>A proven track record of good or outstanding teaching.</p> <p>Supportive of the school's Christian ethos and Values.</p> <p>Good knowledge of assessment for learning to inform teaching and learning and intervention strategies.</p> <p>Good understanding and demonstration of following Safeguarding policy and procedures.</p> <p>Experience of subject leadership with clear evidence of impact across the school in the subject area.</p> <p>Ability to communicate well with families as well as children and colleagues.</p> <p>Able to work effectively as a member of a class and key stage team as well as the wider school team.</p> <p>ICT Skills relevant to current and future use in primary schools.</p> <p>Ability to use a range of strategies to support children's development – social, emotional, and academic.</p> <p>Ability to consistently apply and promote school policies, ethos and values.</p> <p>Excellent interpersonal and communication skills</p> <p>Ability to follow instructions well and to work as part of a team yet also to demonstrate independent decision making, within agreed school policies, when required.</p> <p>Effective classroom management and teaching strategies including:</p> <ul style="list-style-type: none"> Looking after equipment Administration (records, notes and feedback to colleagues) Looking after a room or activity space <p>Ability to solve problems and work independently within a given structure or framework.</p> <p>Desire and commitment to develop professionally.</p> <p>Ability to offer an after school / extra-curricular club or activity based on a personal strength or interest.</p>	<p>A subject specialism or interest, particularly in RE, Art, D&T and Spirituality.</p> <p>Awareness of the value of other community groups or settings and an ability to communicate well between such groups.</p> <p>Experience and evidence of the impact of age-appropriate support or intervention strategies.</p> <p>Experience of mixed-age classes.</p> <p>Experience of Year 2 to 5 curriculum.</p>

Evidence may be in application form, covering letter, through interview (if shortlisted) or through references (if shortlisted).