



	ESSENTIAL	DESIRABLE	EVIDENCE
EXPERIENCE			
Evidence of successful relevant teaching experience	X		A/I
Experience of successfully teaching in more than one school / age range.		X	A/I
Evidence of proven leadership	X		A/I
Experience of Post 16 leadership		X	A/I
EDUCATION AND TRAINING			
Qualified teacher status.	X		A
Evidence of appropriate professional development.	X		A/I
CURRICULUM LEADERSHIP			
Up to date, comprehensive knowledge of Post 16 curriculum developments.	X		A/I
Ability to plan and implement SoW	X		A/I
Inspire, motivate and support teachers and TA's to deliver high quality learning	X		A/I
Reflect on the success of teaching strategies, individual lessons and SoW in meeting the needs of pupils.	X		A/I
Understand, interpret and use effectively pupil progress data	X		A/I
Development of events and experiences which support the school to raise standards	X		A/I
Take responsibility for own continuing professional development	X		A/I
TEACHING AND LEARNING			
Demonstrate excellent classroom practice.	X		A/I
Applies a working knowledge of school planning, evaluation and assessment.	X		A/I
Demonstrates knowledge and understanding of child development and pedagogy and its relevance to the process of teaching and learning.	X		A/I
A positive, proactive approach to behaviour management.	X		A/I
Evidence of involvement in and commitment towards the development and implementation of school's vision, aims and curriculum.	X		A/I
Evidence of understanding the importance of developing good relationships and the need for stimulating teaching in order to ensure engagement and progress in learning.	X		A/I
Ability to use ICT effectively to promote children's learning.	X		A/I
Some knowledge of the use of ICT in assessment.		X	A/I
EFFECTIVE RELATIONSHIPS AND NETWORKS			
Well-developed views about all aspects of parent partnership and parent consultation.	X		A/I
Commitment to forming positive relationships with other schools.	X		A/I
Ability to form good relationships with pupils, staff, parents and Governors.	X		A/I
Ability to work collaboratively with other agencies.			
INCLUSION AND SAFEGUARDING			
Good working knowledge of safeguarding procedures	X		
Experience of DSL or DDSL role	X		
Evidence of understanding about the need for a differentiated curriculum within a special school.	X		A/I
Experience of children with special needs at both ends of the spectrum.	X		A/I
Commitment to equal opportunities and inclusion.	X		A/I

Evidence of a good understanding and commitment to safeguarding, child protection and health and safety procedures.	X		A/I
PERSONAL QUALITIES			
Ability to innovate and contribute to the life of the school.	X		A/I
Positive, proactive, tidy and well organised.	X		A/I
Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding of primary practice.	X		A/I
Good communication and planning skills.	X		A/I
Must be able to meet the physical and travel/mobility requirements of the post (with or without reasonable adjustments)	X		I
Well-developed team working skills.	X		A/I
Wider interests outside school that can be used to enrich school life.		X	A/I

A = Application

I = Interview

O = Observations