

| Qualifications / Development | Es | ssential | Desirable |
|--------------------------------------------------|----|----------|-----------|
| QTS | V | | |
| Graduate | V | | |
| Further Professional Qualifications | | | V |
| Evidence of appropriate Professional Development | | | V |
| Evidence of relevant training | | | ~ |

| Knowledge / Skills | Essential | Desirable |
|-----------------------------------------------------------------|-----------|-----------|
| An understanding of outstanding classroom practitioner | V | |
| Use and impact of data on learning | V | |
| An understanding of how to raise achievement within a classroom | V | |
| Ability to manage student behaviour positively | V | |
| Your own CPD | V | |
| Ability to inspire young people | V | |
| Excellent communicator | V | |
| Confident user of ICT | V | |

| Personal Qualities | Essential | Desirable |
|-------------------------------------------------------------------------------------------|-----------|-----------|
| To have a love of and infectious enthusiasm for teaching | V | |
| Highly organised | V | |
| Analytical approach | V | |
| Perseverance and resilience | V | |
| Meet deadlines | V | |
| Honesty and integrity | V | |
| Work actively and productively as part of a team | V | |
| Outstanding interpersonal skills and the ability to relate well to a wide range of people | V | |
| High personal standards | V | |

| Equalities and Safer Recruitment | Essential | Desirable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the school's Equalities Policy. | • | |
| Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people. | ~ | |
| Ability to demonstrate emotional resilience in working with challenging behaviours | v | |