**Name:**

**Section 5 – Knowledge, Skills and Experience relevant to the**

**Post of Class Teacher**

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| **School Requirements – Essential Criteria** | **Candidate’s Knowledge, Skills, Experience** |
| **Job Related Education and Qualifications and Knowledge**   * To have gained qualified teacher status * To be professionally ambitious in your career development |  |
| **Experience**   * Experience and understanding of the education of 4-7 year olds * Evidence of exemplary and recent classroom practice * Own a clearly developed set of strategies for successful classroom management that has survived examination in the classroom context * Evidence of having led curriculum planning and development * Evidence of recent and appropriate professional development * Have developed their own clearly developed set of principles that show an understanding of how children learn |  |
| **Skills/Abilities**   * Boundless enthusiasm for teaching * Ability to work effectively within a large team across two sites * Well developed interpersonal skills * Ability to communicate effectively to a range of audiences * Ability to develop the use of outdoor space to compliment   and enhance curriculum provision   * Ability to oversee assessment procedures, analyse data   from the school and use this to drive school improvement   * Ability to plan, monitor and evaluate * Ability to liaise with parents and colleagues to ensure smooth transitions between phases * Show a clear commitment to putting our children first * Willingness to engage in self reflection, research and having opportunities to develop own practice * Ability to add to the positive attitude atmosphere in the school |  |
| **Equalities**   * To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council’s Equalities Policy * Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people * Demonstrate emotional resilience in working with challenging behaviours |  |