



| Aspect | Requirement | Essential | Desirable |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Qualification | Qualified teacher status | x | |
| Experience | Recent experience within Key Stage 1 or 2 | x | |
| | Proven track record in bringing about improvement in pupil outcomes | | x |
| | Use of innovative approaches to the development of teaching and learning, including AfL and ICT | x | |
| | Successful involvement with, and management of planning and target setting | x | |
| | Experience of Ofsted processes | | x |
| | Record of recent professional development | x | |
| | Leadership in pastoral/pupil personal development | x | |
| | Track record in working with, and impacting on, parental engagement | x | |
| Knowledge & understanding | Experience of effective implementation and use of ICT to innovate learning | x | |
| | Thorough knowledge and understanding of national curriculum and current developments | x | |
| | In depth knowledge of best practice in teaching and learning, incl the use of ICT to support pupil achievement | x | |
| Abilities & skills | Knowledge of curriculum and best practice in relation to EYFS, Key Stage 1 or Key Stage 2 | x | |
| | Demonstrable ability to manage change effectively | | x |
| | Ability to use pupil data in order to set aspirational and challenging targets | x | |
| | Ability to develop an ethos and structure for managing behaviour which enables pupils to become independent and self-managing in the classroom. | x | |
| | Ability to work effectively as part of the school team and with governors, trustees, pupils and parents/carers. | x | |
| | Ability to prioritise | x | |
| | Excellent communication (written, oral and presentation skills) | x | |
| | Excellent interpersonal skills | x | |
| Excellent self-awareness and ability to manage self | x | | |
| Equality | Willingness to learn from others and both seek and take advice | x | |
| | Ability to integrate equality policies into action | x | |
| Safeguarding | Ability to develop an appropriate environment which ensures the safety of all users of the Academy | x | |
| Other requirements | Resilience, the ability to work under pressure and to meet deadlines | x | |
| | A commitment to AAT's vision, values and ethos | x | |
| | A commitment to the academies programme | x | |

AAT are committed to safeguarding and promoting the welfare of its pupils and expects all employees and volunteers to share this commitment. This post is subject to an enhanced DBS check and background identity checks.