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|  | **Essential** | **Desirable** |
| **Qualifications** |
| A good honours degree (or equivalent) in a relevant subject | **** |  |
| A levels (minimum grade C) | **** |  |
| Qualified Teacher Status | **** |  |
| **Teaching Experience** |
| Relevant teaching experience for the post | **** |  |
| Ability to teach at a good or outstanding level  | **** |  |
| Highly motivated and enthusiastic | **** |  |
| High professional standards | **** |  |
| High expectations of students in terms of behaviour and achievement | **** |  |
| Ability to work effectively as a member of a team | **** |  |
| Ability to motivate students | **** |  |
| Ability to self review effectively and set appropriate targets | **** |  |
| Willingness to engage in self development activities | **** |  |
| Involvement in extra-curricular activities | **** |  |
| Sole responsibility for an extra-curricular activity |  | **** |
| **Professional knowledge and understanding** |
| be familiar with curriculum developments within RS at key stages 3, 4 & 5 | **** |  |
| have an understanding of current educational issues including national policies, priorities and legislation | **** |  |
| be familiar with the components of outstanding teaching/learning  | **** |  |
| Excellent numerical and ICT skills | **** |  |
| up to date knowledge of the professional standards for teachers | **** |  |
| understanding of the importance of CPD | **** |  |
| up to date knowledge and understanding of a range of teaching, learning and classroom management strategies | **** |  |
| knowledge of the public examination specifications and assessment arrangements | **** |  |
| understanding of how to personalize provision to meet the learning needs of the full range of students | **** |  |
| an awareness of current legal requirements regarding safeguarding | **** |  |
| desire to contribute to whole school initiatives through sub-committees and working parties | **** |  |
| ability to take the lead for a whole school initiative |  | **** |
| have an understanding of the role of independent charity schools within the wider community |  | **** |