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| **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Essential** | **Desirable** | **Please provide a narrative below evidencing how you meet this aspect of the job specification. This will form a VITAL part of the shortlisting process.** |
| **Qualifications** | Formal Teaching Qualification recognised by the DfE or other appropriate qualification. | ✓ |  |  |
| Evidence of recent leadership and management professional development | ✓ |  |  |
| **Experience / Skills** | Significant experience teaching in a highly effective reception/EYFS unit. | ✓ |  |  |
| Experience of working effectively in a senior leadership team either as a middle or senior leader |  | ✓ |  |
| Experience of successful curriculum development and leadership. | ✓ |  |  |
| Training and experienced in the delivery of Read Write Inc |  | ✓ |  |
| Experience of leading, motivating and developing staff | ✓ |  |  |
| Experience of the effective use of assessment and data analysis to raise standards. **At Bedford we use SIMS** | ✓ |  |  |
| A highly efficient organiser who can get the most from human and material resources through their effective development and deployment. | ✓ |  |  |
| Thorough knowledge of effective EYFS provision and personalised pupil learning. | ✓ |  |  |
| Ability to work well with all stakeholders, especially engaging families | ✓ |  |  |
| H  ave a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | ✓ |  |  |

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| **Teacher** | | **Essential** | **Desirable** | **Please provide a narrative below evidencing how you meet this aspect of the job specification. This will form a VITAL part of the shortlisting process.** |
| **Professional Values** | Willingness to be involved in the wider life of the school | ✓ |  |  |
| Passionate about Learning and Teaching, with high expectations of all team members | ✓ |  | **Evidence obtained from Interview process and references** |
| Commitment to the personal welfare and safeguarding of children | ✓ |  | **Evidence obtained from Interview process and references** |
| Actively support out of hours learning and educational visits, including residentials | ✓ |  |  |
| **Personal Qualities** | Open minded, self-evaluative and adaptable to changing circumstances and new ideas | ✓ |  | **Evidence obtained from Interview process and references** |
| Ability to work flexibly and to prioritise tasks | ✓ |  | **Evidence obtained from Interview process and references** |
| Displays warmth, care and sensitivity in dealing with children | ✓ |  | **Evidence obtained from Interview process and references** |
| A positive and resilient individual with drive, integrity, independence, a cheerful disposition and sense of humour. | ✓ |  | **Evidence obtained from Interview process and references** |
| An ambitious and diligent professional who can motivate and inspire others including teachers support staff, parents and governors | ✓ |  | **Evidence obtained from Interview process and references** |