



Class Teacher Information Pack



abacus
BELSIZE PRIMARY SCHOOL

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Message from the Abacus Belsize Primary School Head Teacher

Dear Applicant

We welcome your interest in the post of class Teacher for our new Primary Free School in Belsize Park, Camden, north west London and hope that you will be as excited as we are by the potential for enhancing life chances for all young people and the wider community in this area. This is a unique opportunity for the right candidate to develop and shape this brand new school free from some of the constraints of Local Authority led schools.

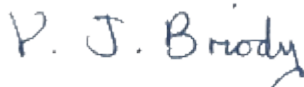
We are ambitious for our Free School and want it to become a beacon of excellence for the local community as well as for CfBT Schools Trust. We are committed to it being a small, inclusive school offering a positive, creative and multi-sensory learning environment to inspire each child and maximise their individual talents, curiosity and ability to think.

We are looking for a passionate teacher who can deliver high quality teaching and learning that meets the needs of the pupils and enable the school to achieve its founding vision. However, we would also consider outstanding NQTs for this post.

You should have experience of working with Foundation Stage or key Stage One or Key stage two pupils and be an excellent classroom teacher. You should have the capability and determination to provide outstanding lessons every day and create an environment that is engaging, happy and fulfilling for all pupils.

If you feel that you have the vision and the energy to thrive in this world-class learning environment and the commitment to ensure that it succeeds, then we look forward to receiving your application.

Yours sincerely



Vicki Briody
Headteacher Abacus Belsize Primary School

1. What is a Free School?

Free schools are all-ability, state-funded schools set up in response to parental demand. Free schools in England can be set up by a wide range of proposers, including parents, teachers, charities (such as CST), businesses, universities, and religious or voluntary groups.

Proposers are required to undergo a rigorous application and selection process, overseen by the Department for Education (DfE), and each year less than half of applications are believed to be approved. The schools are established as Academies, independent of local authorities and have increased control over their curriculum, teachers' pay and conditions, and the length of the school terms and days.

Free schools are funded on exactly the same basis as state schools in the UK, receiving an annual revenue budget based on the number of pupils enrolled in the school. Additional starts up costs are also provided to the school in the early years of operation.

Free schools are subject to inspections by Ofsted, just as other schools are. They are expected to operate an inclusive, fair and transparent admissions policy. They cannot be selective, and must take part in their locally co-ordinated admissions process. Parents can apply for a place at these schools in the same way as they do for maintained (state) schools.

24 free schools opened in 2011, a further 55 in 2012 and an additional 102, including Abacus Belsize Primary School; which opened in 2013.

"I'm proud to support the new abacus free school, which is being set up in order to provide an ambitiously creative and well-rounded education for our children. This inspiring project is being driven forward by a dedicated group of local people. I hope that all residents and businesses in the Belsize area will offer their skills and their support to them, so that we can work together to ensure that the school's doors open in September 2013".

Claire-Louise Leyland, Belsize ward councillor and Deputy leader of the Conservative Group on Camden Council

2. The Abacus Belsize Free School Proposers

The project to form Abacus Belsize Primary School is being managed in partnership by CfBT Schools Trust as school sponsor with the parent-promoter team.

Abacus Parent Group

The Abacus Group was set up by local parents, community members and a retired deputy head teacher, concerned by the lack of parental choice for primary education in the area, particularly for those who want to secure a place for their child in a small, local, community school with a secular, yet inclusive ethos. Abacus Group now comprises five committed members who are passionate about education provision in their local community and are determined to ensure that parents have a real choice when it comes to selecting a primary school place for their children.

The Abacus Group brings a wealth of experience to the Abacus Belsize Primary School team. Not only has it been instrumental in preparing the Free School Application, but it will also be significantly involved in its implementation and future management. Involvement will include regular meetings during implementation, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and PTA once the school is open. For more information about the group please visit to campaign website www.belsizeparkprimary.org

CfBT Schools Trust

CfBT Schools Trust (“CST”) is a multi-academy trust offering academies and free schools the ability to maximise the freedoms and benefits that academy status brings without the isolation of being an individual trust.

Through CST academies and free schools enjoy the security of collaborative working in order to raise standards and narrow the gap whilst divesting themselves of some of the risk associated with going it alone. The trust works on collective shared responsibility, providing a supportive framework for weaker schools while allowing outstanding and good schools to continue operating independently.

Our Vision: to be a collaborative family of schools inspiring learners towards personal and academic excellence.

Our Mission: to enable young people to achieve excellent outcomes.

Our Guiding principles:

- Our schools use evidence-based practice and data to ensure that measurable outcomes are met or exceeded;
- Our high performing schools have substantial levels of autonomy. Where evidence indicates that a school requires support we will challenge and, if necessary, intervene;
- We use powerful methods of professional learning including action research and school-to-school improvement support;
- We believe in recruiting and retaining the best staff and encourage our schools to take a global view of learning, drawing upon the resources of our international networks.

Our Values:

- Excellence in learning outcomes, our people and our solutions;
- Integrity in the way we build trust and bring purpose to our work as an education charity;
- Accountability through rigorous and transparent assessment of our performance.

CST is a subsidiary of CfBT Education Trust, one of the world’s largest education charities. With more than 40 years’ experience delivering educational consultancy and interventions which make a difference to the lives of learners worldwide, CfBT Education Trust offers its expertise in school effectiveness and improvement to the CST. For more information about CST please visit our website at www.cfbt.com/schoolstrust/schoolstrusthome.aspx

CfBT Schools Trust is a collaborative family of 19 schools (8 secondary, 11 primary). Our mission is to enable children and young people to achieve personal and academic excellence. Whilst we work with schools at all stages of effectiveness, at the same time we expect all of our schools to be on a journey towards excellence.

Excellence – Integrity – Accountability - Collaboration

CfBT is a values-based organisation and our four values underpin everything that we do.

Professional Development for our staff

CfBT is committed to the development of all staff across its schools. Teachers have access to a wide range of professional development opportunities.

Career development - We are committed to ensuring that our staff find their next promotion within the Trust and that there are a wide range of opportunities available, not just through the traditional school leadership route. We help our staff to find the right development opportunities to ensure they progress in their careers.

Collaboration

CfBT is a family of schools with almost 2000 employees, which provides our staff with access to networks and support. We are committed to sharing best practice and ensuring our staff benefit from collaboration within and across schools. CfBT schools are all part of a smaller school improvement partnership within the Trust. These partnerships provide the opportunity for closer collaboration between staff.

International opportunities

CfBT Education Trust, the parent company of CfBT Schools Trust, is an international charity which exists to make a difference to the lives of learners across the globe. CfBT works in more than 80 countries across the globe, on projects that range from reforming national level education to improving the performance of an individual school. We encourage our schools to take a global view of learning, drawing upon the resources of our international networks and are beginning to offer a number of travel and secondment opportunities for our staff.

Research and Evidence-based professionalism

CfBT is a not-for-profit organisation and each year we invest up to £1 million of our surpluses into educational research. Our teachers have the opportunity to undertake school based research, supported by the CfBT Research team. CfBT has a strong history of publishing practitioner research (<http://www.cfbt.com/en-GB/Research>). As a research-driven organisation we value, and encourage, the further study and research of our teachers.

Evidence-based professionalism is an important part of our approach; our schools use evidence-based practice and data to ensure that target outcomes are met or exceeded.

3. About Abacus Belsize Primary School

Abacus Belsize Primary School is a non-selective, mixed, one-form entry primary school with a secular, inclusive ethos which, from day one, offered exceptional education to up to 30 Foundation (Reception) in September 2013, building year on year until it becomes a full one-form entry primary school in September 2019.

As a class teacher, you will play a critical role in our pupils learning journey, helping to provide a firm foundation on which they can build future academic, social and emotional success whilst igniting their curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Our first cohort of pupils act as the school's ambassadors within the wider community and have helped establish Abacus as a school of choice within the local community.

Between us, CST and the community we have extraordinarily high aspirations for Abacus Belsize Primary School; we need you to help us lay the foundations to build our outstanding new school.

Abacus Belsize Primary School had initially opened in Hampstead Town Hall, 213 Haverstock Hill NW3 4QP for a period of two years. On the periphery of Belsize Ward the Town Hall site is an easy walk for local children and well-located for access to Belsize Woods to support our outdoor learning activities. Internally we have access to a formal teaching area and a light, bright indoor play area as well as access to a small, dedicated outdoor play area.

In September 2015 Abacus moved to its next temporary building (Jubilee Waterside Centre, Kings cross). In September 2021 Abacus will make its final journey to its permanent home. It will be located in the Old police station in Hampstead at the top end of Belsize Park. This will be a purpose renovation allowing the old police station to take on its former glory as a brand new education facility.

Why should you work at Abacus school?

Abacus Belsize is a school which was set up by the community for the community. This is a real chance for the right candidate to be involved in a brand new school from its earliest days.

- You will have a unique opportunity to influence the direction of the school;
- There will be opportunities to take on additional responsibility within a secure environment i.e. Head of a subject or curriculum area
- You will have access to CST's best practice research in teaching and learning and an opportunity to participate in action research projects;
- You will have an opportunity to work with other schools within CST and participate in joint CDP events
- You will have the opportunity to acquire a new language skill, assuming you do not speak Mandarin already.

4. The vision for Abacus Belsize Primary School

*“I hear,
I see,
I do and I learn”*

Abacus Belsize Primary School is a small, inclusive school, serving a socially diverse community in North West London. Welcoming children from all backgrounds, we provide a positive, creative and multi-sensory learning environment to inspire each child and maximise their individual talents, curiosity and ability to think. Our curriculum is balanced and ambitious, with a strong focus on English and Mathematics and incorporating Mandarin and outdoor learning.

Abacus Belsize Primary School will be developed for and with its community. In many ways what we are trying to achieve is still new to the English education system: local parents working in full partnership with a national organisation to deliver a high quality school experience for all children. This sense of togetherness forms the basis of our ethos – a high performing school, co-created with the people it serves.

We believe all children are entitled to enjoy their childhood and live it actively. They must be valued for their individuality, culture and heritage. At Abacus they are encouraged to develop their full potential in a stimulating and caring environment in the community. Learning begins by giving children a sense of who they are and where they belong in the world. This involves encouraging respect for other people's viewpoints and ways of life and allowing children to work out appropriate ways to handle themselves.

Our aim at Abacus is to make a major contribution to the development of children as individuals and as members of the community. This will serve the children's future needs; support their intellectual and personal development and future responsibilities, and the needs of the community as a whole. At Abacus we encourage each child to be a self-confident, inquiring, tolerant, positive young person, with a well-rounded character and independent mind, who respects the differences of others and who is able to communicate confidently and articulately. By the time the children leave school, we want each of them to have a true sense of self-worth that will enable them to stand up for themselves and for a purpose greater than themselves, and, in doing so, to be of value to society.

The school's curriculum is rich, ambitious and personalised to the needs of each child. We recognise that children learn in different ways and our motto *“I hear, I see, I do and I learn”* reflects this.

We provide a positive, creative and multi-sensory learning environment that allows each child to develop their individual talents, curiosity and ability to think. With a strong core of English and

mathematics, it also includes local activities, multi-sensory and outdoor sessions where appropriate to extend children's learning beyond the school.

At Abacus we are extremely fortunate to have several beautiful green spaces on our doorstep and we seek to make use of these across the curriculum. For example, Hampstead Heath is located very close to our preferred school site. This incorporates an education area, nature trail and woodland play area, which could be used regularly for various activities.

In addition, we incorporate Mandarin into our curriculum from Reception upwards. Mandarin is offered by local pre-school groups and some of the Camden secondary schools, but not currently offered at any other primary schools in the area. Children gain early experience of another language and culture at Abacus, through songs, rhyme and dance and progress to a level equivalent to 1/3 of a GCSE equivalent by the end of Year 6, so easing their transition to foreign language learning at secondary level.

You will be expected to interact closely and individually with the children on a daily basis as role models for behaviours, attitudes and communication (through formal spoken English); and have a close, regular and effective interaction with parents and carers. Parents and carers see the school as a safe and rewarding place for them to leave their children and are encouraged to be involved in the school as volunteers on our Parent and Community Forum. Our school will be a focus for the local community.

Our ethos is based on:

- Equal opportunities and achievement for all;
- High academic and personal standards with a commitment to developing individual potential;
- Developing personal responsibility and self-discipline;
- Respect for others and one's self, property and our environment;
- Empathy and an awareness of the wants and needs of others;
- Developing critical and creative thinkers who are sensitive to cultural difference.

We aim to exclude racist and sexist attitudes and other culturally absorbed prejudices from the curriculum and daily life of the school. We share the goals of the Equalities Act 2010, namely to eliminate discrimination and advance equality of opportunity and would do so within our school. We are committed to our children having equal opportunity to the best education we can provide.

Set out below is our education vision and approach. This has been developed with parents and reflects CfBT's experience in delivering education, combined with local parental priorities.

Abacus Belsize Primary School will achieve its vision in the following ways:

- Setting aspirational targets for all pupils which are shared with and supported by the children's parents/carers;
- Employing a highly skilled and motivated team of teaching and non-teaching staff who share the school's vision and are committed to achieving high aspirations for all students;
- Encouraging and supporting all children to achieve, as a minimum the expected standard in English and Mathematics at the end of Key Stage 2 (or greater depth for a good proportion of our children);
- Using any pupil premium money allocated to the school to provide one-to-one or small group sessions to pupils not on track to achieve their individual targets in reading, writing and mathematics;
- Promoting the spiritual and emotional development of children as well as their academic progression, encouraging all children to respect others, property, environment and themselves through our ROPES code of conduct;
- Using robust student data to drive continuous improvement, and publishing an annual impact report;

- Having consistent expectations of behaviour and dress such that students take pride in themselves and their school, and are known locally for their courtesy and manners;
- Being a nurturing, community school with a peer buddying and secondary mentoring programme;
- Developing a house system which will foster healthy competition and celebrate and reward achievement in all aspects of the children's life within the school community;
- Building strong relationships with parents and carers, local employers and community groups;
- Encouraging children to take responsibility for their behaviour both at school and on regular visits to the local community and further afield;
- Being accredited by the Council for Learning outside the Classroom (CLOtC).

5. Achieving the vision

The drive to deliver consistently high standards at Abacus Belsize Primary School is underpinned by an approach to school improvement and management developed by CfBT that deploys the following high-reliability strategies:

- A curriculum matched to learner needs, with a strong focus on core skills to underpin high achievement;
- Relentless focus on detailed student-level data to drive decisions about learning and teaching, and single-minded focus on knowing each child and the next steps they need to take in their learning;
- Maximising time on task and opportunity to learn – including not allowing any student to stop others learning;
- Recruiting the best possible staff and giving them the best possible support – including reduced teaching loads – to ensure they develop their teaching and leadership practise and can make the most of CfBT's worldwide educational research, experience and expertise.

Abacus Belsize Primary School teaches the core subjects of the National Curriculum in creative, stimulating ways and use the freedom of Free School status to vary the curriculum beyond this. We are seeking curriculum innovation and enrichment around some of the following concepts:

- Continually looking for innovative ways to engage parents/carers in their children's learning;
- Accurate and sensitive awareness of the educational needs of each student;
- Stage, not age, progression;
- Practical, active, multisensory learning and learning outside the classroom;
- Early Years foreign language learning (Mandarin);
- An emphasis on English language and communication skills;
- Development of a wide and varied curriculum enrichment programme through links with the local community.

6. Intended outcomes from Abacus Belsize Primary School

A successful organisation is judged by its outcomes. Key performance objectives and outcomes include:

- All students encouraged towards achieving the expected standard in English and mathematics at the end of Key Stage 2 and greater depth where they have achieved greater depth by the end of Key Stage 1;
- A fully subscribed school;
- A school whose children are known locally for their courtesy and manners;
- Consistently high approval ratings given by young people and parents/carers in surveys as to the quality of learning experienced;
- Being an employer of choice, with considerable competition for vacancies;

- Achieving and maintaining 'outstanding' in Ofsted inspections with regard to overall effectiveness and in all categories, including attainment;
- Well-developed partnerships and relationships with local primary and secondary schools, and Camden Borough Council;
- Close working relationships established with the local community and employers.

7. Appointment and remuneration

We are determined to attract the right teachers to Abacus Belsize Primary School. In order to achieve this we expect to be flexible over the terms of employment, depending on candidates' experience. The salary level will be negotiable, but will be within national main pay scale, dependent on experience. There is also opportunity to take on subject leadership with this role if experience is relevant.

The appointment will be made by CfBT Schools Trust (CST) as Employer; to begin in September 2019, but you will be expected to take part in induction days and on site days to meet the Headteacher and students during the summer term. The Trust is able to offer the successful candidate access to the Teachers' Pension Scheme (TPS). The terms and conditions of the contract will be discussed at interview.

The selection process will be undertaken by Vicki Briody (Founding Headteacher), with the support of school staff and governors.

8. How to apply

Please complete the **CST application form provided** and submit together with a **personal statement** of no more than two A4 pages, detailing why you believe you are the right person to fill this position.

Please ensure you refer to the person specification sent within this application pack when preparing your statement and provide objective evidence.

Completed applications should be emailed to headteacher@abacus-cfbt.org cc'ing to admin@abacus-cfbt.org to arrive no later than midday on Monday 29th April 2019.

Shortlisted candidates will be advised by **Tuesday 30th April 2019**.

Candidates are strongly encouraged to visit the school and meet with the Headteacher. This can be arranged through the school office 02073878018.

Interview and observation schedule

Interviews will take place on **Tuesday 7th May** Abacus Belsize Primary School (full details to be confirmed when shortlisted). CST will reimburse reasonable travel costs for attendance at your interview.

You will meet one panel who will address all aspects of the school's requirements. The panel will consist of a member of the Governing body /or CST's regional director, and the school's Headteacher.

The day will also include a presentation/assessment task.

A personalised timetable for the day will be sent to you with your short-listing letter.

Prior to Interview shortlisted candidates, will also be asked to deliver an observed lesson either within their own setting or at Abacus Belsize Primary School - we would like to schedule these between **Wednesday 1st - Friday 3rd May 2019**. If, it is not possible for the Headteacher to visit you at your current School please could you let us know when you accept your Interview invitation so that we can make the necessary arrangements to facilitate this at our school.

Decision and announcement

Candidates will be advised of the outcome of the interviews and selection process no later than Wednesday 8th May 2019.

Questions

We actively encourage applicants to come and visit our unique school. If you would like a confidential discussion about this job opportunity, please contact Vicki Briody (Abacus Belsize Primary School Headteacher) on 0207 387 8018 or headteacher@abacus-cfbt.org. We look forward to hearing from you.

9. Job Description

Abacus Belsize Primary Class Teacher Job Description

The following job description is not exhaustive. It is expected that teachers will work closely with the Headteacher and CfBT Schools Trust (CST) to develop the role to reflect the needs and demands of the post.

Core purpose

The core purpose of this role is to provide high quality teaching and learning that meets the needs of the pupils in the Abacus Belsize Primary School and that will enable the school to achieve its founding vision.

To achieve success, the teachers will:

- Plan and deliver high quality teaching and learning to secure the highest possible levels of attainment for all pupils;
- Set high expectations for all pupils at the school;
- Evaluate pupil performance and identify priorities for continuous improvement;
- Encourage the involvement of parents and carers;
- Create a learning environment that is engaging, happy and fulfilling for all pupils;
- Demonstrate a commitment to your own Continuing Professional Development (CPD) and supporting the development of others.

Key responsibilities

- Contributing to the review and selection of appropriate teaching resources;
- Contribute to the creation of a positive and stimulating learning environment;
- Contribute to making Abacus Belsize a school of choice within the local/wider community;

Curriculum

The class teacher will:

- Develop the Key Stage 1 or 2 curriculum area to meet the needs of all pupils, including their moral, spiritual, cultural, social, intellectual and physical development and promote and uphold equal opportunities for all children.
Specifically:
 - Ensure the curriculum is driven by creative and innovative approaches so that it is judged as outstanding by Ofsted at the school's first inspection;

- Develop the Key Stage 2 curriculum area in accordance with pupils' needs and the statutory requirements of the National curriculum;
 - Identify and produce action plans to tackle areas of underachievement by pupils;
 - Be aware of the latest curriculum developments and research on learning in early years' practice;
 - Ensure a close match between the curriculum, the educational direction of the school and the continuing raising of standards;
 - Ensure that the needs of pupils of all abilities are effectively met.
- Be responsible for the development and review of detailed schemes of work consistent with Abacus Belsize's values and general aims and objectives and with the requirements of the National curriculum.

Teaching and learning

Manage pupils' learning through delivering a curriculum based on the school's vision; in particular:

- Promote the learning of Mandarin through stories, rhymes, song and through cultural interest and knowledge;
 - Maximise the use of the outdoor learning environment in the planning and delivery of teaching and learning;
 - Ensure pupils have frequent opportunities to engage in experiential learning activities:
- Ensure that learning excellence is at the heart of planning and delivery in the classroom;
 - Ensure pupils feel happy, safe, and supported in the classroom and that any barriers to their learning and progress are addressed or removed;
 - Get to know every child as an individual and their families so you can effectively nurture him or her whilst in your class;
 - Plan and resource differentiated tasks, appropriately grouping pupils, and balancing their time so all groups receive teacher support;
 - Look for ways to engage pupils (especially the ablest) in independent learning;
 - Work with SEN staff and support staff in order to benefit from their specialist knowledge, and to maximise their effectiveness within lessons;
 - Implement school policies designed to secure high standards of behaviour and attendance. Promote and reward positive behaviour;
 - Advise and co-operate with the Headteacher and other teachers on the preparation and development of schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
 - Be involved in extra-curricular activities by, for example, contributing to out of school visits or school clubs;
 - Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich pupils' learning and contribute to the wider community;
 - Be prepared to take responsibility for other school subjects as directed by the Headteacher i.e. humanities, science, arts co-ordinator.

Monitoring, Assessing, Recording, Reporting and Accountability

- To be familiar with and participate fully in statutory assessment and reporting procedures;
- To set individual targets for achievement and to participate fully in analysing the outcomes in order to identify further ways to improve performance and achieve the expectation that all children reach the national expectation for their year group;
- To assess and mark pupils' work systematically and constructively and to use the results to inform future planning, teaching and curricular development;
- Run assessment for learning in the classrooms and establish the next steps in teaching to engage pupils in a dialogue about their progress;
- Meet regularly with teaching assistants to plan individual, data-informed interventions;
- Participate in termly academic review meetings to share pupil performance information with parents;
- Complete the assessment documents in a timely and informative way to ensure the smooth transition of pupils into their next class;

- Keep an accurate register of children and ensure unexplained absences or patterns of absence are reported immediately in accordance with school policy.

Professional Standards and Development

- Be a role model to pupils through personal presentation and professional conduct;
- Be familiar with the School Handbook and support all the School's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting;
- Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working;
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal responsibilities and responsibilities relating to all current legislation, including the role of the education service in protecting children;
- Liaise effectively with parents and with other agencies with responsibility for pupils' education and welfare;
- Participate in meetings at the school that relate to the school curriculum, assessment procedures, staff training, or the administration or organisation of the school;
- Engage with effective development programmes around the country, including courses offered by CST, local partners and school improvement organisations.

10. Person specification

Abacus Belsize Class Teacher: Person specification

This section outlines the skills and experience against which candidates for this position will be assessed. The selection panel will expect candidates to show knowledge and understanding of each area, and to show how they have applied (or are aware of how to apply) this knowledge and understanding in contexts relevant to Abacus Belsize. You should provide clear and objective evidence of how you meet these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form part of the evidence base.

The panel will assess the following:

- Application form (A)
- Interview meeting and interview day activities (I)
- Lesson observation exercise (L)
- References and other pre-employment checks (R)

We may take up references for short-listed candidates *before* inviting to interview. Please therefore provide names and contact details of two professional referees with your application.

	Essential	Desirable	Measured
Commitment to AB school vision	<p>Shares the founding vision and ethos for this secular free school: (please see the school's website and this application pack for more information on school vision)</p> <p>Excited by the chance to contribute to the establishment of a new school, and driven to do what it takes to succeed</p>		A/I
Knowledge and Experience	<p>Recent experience of teaching KS 2 or KS 1 pupils</p> <p>Knowledge of New National Curriculum Framework</p>	<p>1-2 years' post-qualification teaching experience in a primary setting</p> <p>NQTs welcome to apply</p>	A/I
Education and Qualifications	<p>Degree or equivalent</p> <p>Teaching qualification/ QTS</p> <p>Recent and relevant professional development / training</p>		A/I
Teaching and Learning	<p>Evidence of excellent teaching and learning</p> <p>Ability to develop creative and innovate strategies for performance improvement</p> <p>Evidence of robust planning and delivery of relevant schemes of work to show what engage children and enable them to make excellent progress</p>	<p>Committed to continuous learning for the entire school community</p> <p>Awareness of current curriculum issues and educational developments</p>	A/I/L
Partnership and community links	<p>Track record of, and genuine belief in, the importance of the parent/ carer and community in children's education</p>	<p>Experience of developing community and pupil involvement in schools</p>	A/I

	Essential	Desirable	Measured
Personal attributes	<p>Ability to communicate and deal sensitively with people and children</p> <p>Genuine understanding of children and commitment to develop each as an individual</p> <p>The confidence to build a creative learning culture and to try new things</p> <p>Value diversity and the unique contribution that every individual makes to the learning community</p> <p>Able to prioritise and delegate, and implement tasks sensitively and flexibly</p>		I/A/L