

Requirement	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher 	<ul style="list-style-type: none"> • Additional relevant qualification
Professional Experience	<ul style="list-style-type: none"> • Successful teaching experience / teaching practice • Evidence of initiative and innovation 	<ul style="list-style-type: none"> • Experience of teaching pupils with EBD • Experience of working in / with a special school
Management and Leadership	<ul style="list-style-type: none"> • Ability to motivate disaffected pupils • Ability to inspire and motivate colleagues • Understanding of behaviour management issues • Good classroom organisation skills 	<ul style="list-style-type: none"> • Experience of operating behaviour management schemes • Understanding of performance management issues
Interpersonal Skills	<ul style="list-style-type: none"> • Ability to work in a team • Good clear communication skills – both verbal and written • Deals sensitively with people, resolves conflicts • Approachable and caring • Ability to mediate, consult and encourage • Looks for solutions to problems • Can be assertive with pupils and adults • Practical, resilient and able to remain constructive under pressure 	
Curriculum	<ul style="list-style-type: none"> • In-depth knowledge of the primary curriculum • Familiar with relevant schemes of work • IT literate • Evidence of thorough, high quality planning • Awareness of National Strategies 	

(continued)

Requirement	Essential	Desirable
Staff Development	<ul style="list-style-type: none"> • Motivated to pursue continuous professional development • Willing to actively contribute to staff development 	<ul style="list-style-type: none"> • Seeks additional qualification/s • Evidence of active participation of staff development activities
Governors, Parents and wider Community	<ul style="list-style-type: none"> • Ability to communicate clearly, sympathetically and sensitively with parents • Understands the function of school governors • Can communicate effectively with outside agencies • Seeks the involvement of the wider community in school 	<ul style="list-style-type: none"> • Experience of successful work with a range of outside agencies
Vision	<ul style="list-style-type: none"> • Child-centred • Strives for excellence in all educational practice • Actively supports the school aims 	<ul style="list-style-type: none"> • Understanding of current government educational policies