



General heading	Detail	General Examples	Specific examples	Essential/ Desirable
Qualifications & Experience	Specific qualifications & experience		Relevant teaching qualification and QTS. Evidence of teaching experiences in a primary setting.	Essential
	Literacy	Level of literacy required, including qualification level where required	A minimum level of GCSE/O level or equivalent	Essential
	Numeracy	Level of numeracy required, including qualification level where required	A minimum level of GCSE/O level or equivalent	Essential
	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.	Experience of using ICT – PCs, laptops, Interactive whiteboard, visualisers etc. to assist with planning, preparation and delivery of lessons.	Desirable
Communication	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability write routine letters	Essential
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions	Essential
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults	Essential
Working with children	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy	Essential Desirable
	SEND	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately	Essential
	Curriculum/School organisation	Knowledge level of the school curriculum Any specific skills, knowledge or qualification For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching	Essential
	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development	Essential

			Understand and support children in transition	
	Health & Well being	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing	Desirable
Working with others	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed	Essential Desirable
	Relationships	Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships	Essential
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply	Essential
	Information	Following/giving instructions, requirements to provide information	Ability to record and report observations in an appropriate manner Ability to distinguish between opinion and fact	Essential
Responsibilities	Organisational skills	Plan and attend meetings, organise events and activities – daily/weekly etc.	Ability to be proactive and initiate action Ability to build, motivate and encourage a team	Essential Desirable
	Time Management	Classteacher	Ability to manage own time effectively to allow for both class and School commitments Ability to maintain a work/life balance	Essential
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	Ability to present lessons in an interesting and creative way	Desirable
General	Equalities	Work with children and adults to ensure equality in terms of gender, race, disability etc.	Demonstrate commitment to treating all people fairly	Essential
	Health & Safety	Help to maintain and promote all aspects of Health and Safety across the key stage(s)	Knowledge of Health and Safety guidelines within schools	Desirable
	Child Protection	Follow Child Protection procedures Help to ensure that children are safe within the school	Understand what is meant by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures	Essential
	Confidentiality/ Data Protection	Ensure that confidential information is dealt with according to the correct procedures.	Understand and comply with procedures and legislation relating to confidentiality	Essential
	CPD	Demonstrate commitment Evidence of	Demonstrate a commitment to CPD. Evidence of CPD (i.e. courses, Gov. Body membership, involvement in area network groups etc.)	Essential Desirable