

Senior Teacher

General heading	Detail	General Examples	Specific examples
Qualifications & Experience	Specific qualifications & experience	Qualified teacher status Evidence of further learning	E.g. training/courses attended or reading research undertaken. Evidence of outstanding teaching Evidence of raising standards and accelerating pupil progress
	Knowledge of relevant policies and procedures	e.g. H&S, Behaviour Management, Child Protection , subject areas, national strategies	
	Literacy	GCSE equivalent qualification	
	Numeracy	GCSE equivalent qualification	
	Technology	Ability to uses equipment – understanding and skill in using ICT (including the interactive whiteboard) to enhance teaching	Use of video, audio equipment and skill in enhancing teaching with these resources.
Communication	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability to write routine letters Ability to write to a range of stakeholders as necessary
	Verbal	Strong communication skills which show an 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
	Languages	Interest in and support for the teaching of MFL across FS, KS1 and KS2.	
	Negotiating	Ability to consult, and negotiate	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults

Working with children	Behaviour Management	Ability to manage behaviour effectively and follow school policies.	Ability to manage a whole class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy Skill in differentiating response to individual pupils.
	SEN	General - understand and support the differences in people and show awareness of some techniques which are effective in dealing with pupils with SEN	Understand and support the differences in children and adults and respond appropriately
	Curriculum/School organisation	To follow school organisation, protocols and timetables. To show understanding of how the curriculum is organised for all pupils, including cross curricular links.	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
	Child Development	An awareness of how children develop socially, emotionally and academically.	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 Understand and support children in transition
	Health & Well being	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
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
	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
	Team work	To show a willingness to work effectively in a team and develop strong relationships with colleagues, governors and parents.	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 Be able to work across schools and support other staff with learning and teaching
	Information	To follow, give and disseminate information as required.	Ability to record and report observations in an appropriate manner Ability to distinguish between opinion and fact
Responsibilities	Organisational skills	To show high levels of organisational skills	Ability to be proactive and initiate action
	Line Management	To line manage LSAs, students and visitors working in your class.	
	Time Management	To have high levels of time management skills to ensure good staging and response to work and deadlines	
	Creativity	To be an original thinker and demonstrate high levels of, creativity and innovation	
General	Equalities	To follow school policies on equal opportunities.	Demonstrate commitment to treating all people fairly
	Health & Safety	To follow school policies on health and safety	
	Child Protection	To follow school and national policies on safeguarding pupils.	Understand what is mean by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/Data Protection	To be aware of the need for confidentiality	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment to CPD and the performance management process.	