**Key**

A – Application form including letter of application

S – Selection process including teaching exercise

R – Employment references

C – Certificates

D – Enhanced Disclosure and Barring Service Criminal check

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|  | **Letter of Application** | **Essential** | **Desirable** | **Stage** |
| 1. | Well-presented letter outlining skills, experience andeducational philosophy | X |  | A |
|  | **Qualifications, Education and Training** | **Essential** | **Desirable** | **Stage** |
| 2. | Graduate in relevant subject with Qualified Teacher Status able to teach French at KS1 and KS2 | X |  | A, C |
| 3. | Recent relevant CPD | X |  | A, C |
| 4. | Working towards further professional qualifications |  | X | A |
|  | **Experience and Knowledge** | **Essential** | **Desirable** | **Stage** |
| 5.  | Minimum of 2 years’ experience as a teacher across KS1/2 | X |  |  |
| 6. | Proven ability as an outstanding teacher of MFL with the French language |  |  |  |
| 7. | Excellent, up-to-date subject knowledge of the whole curriculum for primary age range | X |  | A, S |
| 8. | Experience of meeting the needs of pupils with a variety of learning needs | X |  | A, S, R |
| 9. | Experience of tracking pupil progress and using data to inform lesson planning | X |  | A, S, R |
| 10. | Ability to support the professional development needs of colleagues |  | X | A, S, R |
| 11. | Knowledge of approaches to school self-evaluation | X |  | A, S |
| 12. | Experience in the delivery of CPD |  | X | A, S, R |
| 13. | Experience in a management role |  | X | A, S, R |
| 14. | Excellent knowledge of IT within the curriculum and as a management tool |  | X | A, S, R |
|  | **Skills** | **Essential** | **Desirable** | **Stage** |
| 15. | Ability to communicate effectively with a range of audiences, both verbally and in writing  | X |  | A, S, R |
| 16. | Ability to employ a range of teaching methods and adjust these to meet individual pupil need | X |  | A, S, R |

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| 17. | Ability to promote a high standard of literacy, articulacy and proper use of standard English within lessons | X |  | S |
| 18. | Ability to provide effective and constructive feedback to pupils | X |  | S |
| 19. | Ability to motivate and manage all pupils effectively | X |  | S, R |
| 20. | Ability to create effective and positive working with colleagues and senior staff | X |  | R |
| 21. | Ability to establish and maintain an appropriate environment for learning in the classroom | X |  | S, R |
|  | **Personal Attributes** | **Essential** | **Desirable** | **Stage** |
| 22. | Commitment to own professional development and willingness to undertake training | X |  | A, S, R |
| 23. | Flexible and positive approach to tasks and working arrangements | X |  | S, R |
| 24. | High level of personal effectiveness including organisational and communication skills | X |  | S, R |
| 25. | Ability to act as a positive role model and demonstrate high personal standards | X |  | S, R |
| 26. | Commitment to safeguarding pupils and suitability to work with young people | X |  | S, R, D |
| 27. | Self-motivated and enthusiastic | X |  | S, R |
| 28. | Calm and professional at all times and demonstrate resilience | X |  | S, R |
| 29. | Demonstrate a solution focussed approach to problem solving | X |  | S, R |
| 30. | Confidentiality at all times | X |  | S, R |
| 31. | Be approachable | X |  | S, R |
|  | **Commitments** | **Essential** | **Desirable** | **Stage** |
| 32. | Commitment to raising standards and achieving the best outcomes for pupils | X |  | A, S |
| 33. | Equality of opportunity and inclusion | X |  | A, S |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.