

Teacher Application Pack 2026



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Dear Applicant,

Thank you for responding to our advertisement for the class teacher post within New Wave Federation. We are a family of four Hackney schools: Grazebrook Primary School, Shacklewell Primary School, Woodberry Down Community Primary School and Thomas Fairchild Community School.

The role requires someone who is passionate about children's learning and has a strong understanding of how pupils learn. The successful applicant will be an excellent practitioner with a creative approach, committed to delivering high-quality teaching and learning. They will have high expectations of all pupils and demonstrate excellent communication and interpersonal skills.

We offer well-resourced schools with an established culture of excellence and a strong commitment to personalised professional development. Our schools are vibrant, diverse and inclusive communities. If you are an effective communicator with vision and energy and you believe that every child can and will succeed, we would be delighted to hear from you.

This pack has been designed to support you through the application process. If you would like to visit one of our schools to learn more, we would be pleased to arrange this. Please email recruitment@newwavefederation.co.uk to organise a visit to any of the federation schools.

Kind regards,



Mrs Nicole Reid
Executive Headteacher

About Our Schools

Grazebrook Primary School

Ofsted 2023 - Outstanding



Leaders have created a calm and orderly environment in which pupils flourish. Pupils readily take ownership of demonstrating and living out the school values of kindness, focus, creativity, responsibility and collaboration. This can be seen throughout the school. The Grazebrook 'passport' aims to support pupils to develop as active citizens and enhance their understanding of the world around them.

Pupils are proud to take part in charity work because they want to improve the lives of their wider community. The curriculum is highly ambitious and broad for all, including those with special educational needs and/or disabilities (SEND). Leaders ensure that all pupils are able to fully follow the curriculum. Pupils show real enjoyment and delight in learning new ideas and engaging with different experiences. Pupils achieve highly across the curriculum. Extremely strong outcomes in national assessments help to exemplify the strength of the curriculum and how well it is delivered.

Shacklewell Primary School

Ofsted 2025 - Outstanding



Shacklewell is larger than the average-sized school. The early years consists of two Reception classes and two part-time Nursery classes with provision for two-years-olds. The proportion of pupils with SEND is above average. The proportion of disadvantaged pupils is above average. The school's values of resilience, creativity and hard work are deeply embedded across the school. Pupils thrive as a result. Leaders have been strikingly successful in securing the consistent high quality of teaching and an effective curriculum that underpins learning across the school. This enables pupils of all ages to make substantial progress.

Leaders and staff foster a positive environment and conditions which are highly conducive to successful learning. Pupils benefit from the technology that they are encouraged to use from a very early age. They develop high levels of skills in using computers.

Woodberry Down Primary School

Ofsted 2023 - Good



Pupils at Woodberry Down readily demonstrate the school's values of collaboration, creativity, focus, kindness and responsibility. There is a strong sense of community. Pupils are confident, articulate and well-behaved. Leaders have created an environment where pupils try their best. They work hard and produce work of good quality in different subjects. Pupils are proud of their school and the exciting things they experience, such as residential trips, ice skating and museum visits. Pupils feel safe and are kept safe in school. Bullying is rare.

Pupils know they can use worry boxes or talk to teachers about any concerns they might have and that these will be dealt with swiftly. Low-level disruption is rare, so pupils can concentrate and engage positively with their learning.

Thomas Fairchild Community School

Ofsted 2023 - Good



Pupils are proud of their school and enjoy their learning. Leaders have created a safe environment in which pupils can achieve their best. Children in early years have settled in quickly and they are ready to learn. Being responsible is one of the school values, and pupils keenly put this into action. For example, the pupil council has worked with leaders to improve the school lunch menu. Leaders and staff are committed to providing pupils with the best possible start to their education. They have created a stimulating learning environment in early years, where children thrive academically and socially. Pupils learn a broad range of subjects throughout school. Leaders have thought carefully about the key knowledge and skills they want pupils to know and remember.

Pupils are keen to be reading ambassadors so that they can be involved in choosing books for the school.

About Our Schools

| | |
|-------------------------|---|
| Post Title | Teacher |
| Responsible to: | Headteacher and members of the Senior Management Team |
| Direct Reports: | Ancillary staff when based in their classroom |
| Salary: | Main Scale Teacher |
| Key Internal Contacts: | Other teachers within the school, Executive Headteacher and Headteacher |
| Key External Contracts: | Local community, parents/carers and agencies relevant to duties |

Job Summary

- The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the Classroom Teacher to ensure that his/ her professional duties are discharged effectively.
- This job description sets out the duties to be undertaken and performed to the satisfaction of the Executive Headteacher and Headteacher and the Governing Board by the Classroom Teacher. The duties set out on page six relate to the overall class teaching requirements and related expectations of a Classroom Teacher.

About Our Schools

- To ensure the full implementation of the curriculum as outlined and in the school policies.
- To create a positive, stimulating and innovative environment for learning. Maintain a well organised classroom with appropriate displays, resource areas and materials.
- To plan and implement a curriculum to meet the needs of all pupils in the class and develop personal and social aspects of learning.
- To develop effective ways of overcoming barriers to learning and sustain effective teaching through the assessment for learning.
- To keep under review the methods of planning and delivery of the curriculum, recording pupils' progress and making any required assessments.
- To monitor and report the quality of pupil attainment in all subjects to the Executive Headteacher, Headteacher and Board.
- To assist in the selection of resources for the curriculum.
- To monitor and assess own performance and take a proactive approach to professional development.
- To effectively manage pupil behaviour, encouraging a high standard of behaviour and mutual respect between pupils and all members of the school community.
- To promote and facilitate parental involvement in teaching and learning through a shared school/ home approach.
- To work with support staff and other teachers in the classroom to effectively plan for a range of needs and be supportive of and sensitive to the needs of other colleagues.
- To encourage interaction and teamwork within the school, share ideas and new initiatives and identify new ways of teaching the curriculum. When required, take a leading role in an area of school development.
- To assist other staff, including NQTs and students on teaching practice, and to assist with INSET for staff and governors when required to do so.
- To work with the Hackney Learning Trust on local and national initiatives for all subjects of the National Curriculum.
- In addition, to undertake such duties of a similar nature as may be reasonably directed by the Executive Headteacher and Headteacher from time to time.
- The Classroom Teacher within a Primary School teaches classes of approximately 30 children aged 3 to 11 years.
- To be successful in this role you must readily adapt to a changing curriculum, modifying lesson preparation and delivery accordingly.
- The Classroom Teacher will operate strictly in accordance with school policies. The duties and responsibilities of this post may vary from time to time according to the changing needs of the school. This job description may be reviewed at the discretion of the Executive Headteacher and Headteacher in the light of those changing requirements and in consultation with the Classroom Teacher and the Governing Board.

Person Specification

| | Essential |
|-----------------------------------|---|
| Qualifications | Degree level qualification |
| | Postgraduate professional qualification, eg. Postgraduate Certificate in Education |
| | Willingness to continue professional development |
| | Qualified Teacher Status (including skills test) |
| | |
| Communication | Applies effective verbal communication skills |
| | Presents information and ideas clearly, by using language appropriate to the audience |
| | Positively influences the opinions of others through factual discussion |
| | Adapts personal style to suit individual situations and needs |
| | Utilises report-writing skills to accurately reflect a situations through positive language |
| | Confident in leading staff meetings as appropriate |
| | |
| Other Skills Required for Role | Demonstrates excellent classroom practice |
| | Exercises flexibility in order to accommodate changes in work priorities |
| | Provides contingencies to deal with the unexpected |
| | Balances tasks and resources in the organisation of a wide range of activities |
| | Thinks clearly and logically in working through a problem making referrals as appropriate procedures |
| | Anticipates workload and plans ahead |
| | Monitors progress against key performance indicators |
| | Enthusiastic and positive attitude |
| | Awareness of the needs of children who have a variety of needs |
| | |
| Accountability and Freedom to Act | Makes routine decisions based upon guidelines and procedures laid down in the established framework |
| | Contributes towards the effective delivery of performance targets, objectives and standards |
| | Leads by example in standards of behaviour in the work environment |
| Leadership and Management Skills | Ability to lead school based projects or developments |
| | The ability to support the strategic leadership of the school, contributing to strategic decisions taken by the Executive Headteacher and Headteacher |
| | The ability to effectively delegate responsibilities to others in the school team, to ensure the successful operations of the areas of responsibility |
| | To be able to lead by example, be highly driven, motivated and be able to motivate others |
| | The ability to be flexible in a constantly changing work environment and being able to adapt and change plans at short notice |

Application Information

Candidates are asked to complete all the standard information required on the application form and to submit a supporting statement, addressing all the criteria identified in the selection criteria.

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer;
- You provide a referee who can attest for your ability to work with children; and
- If you do not have an employment referee, you provide details of a tutor, lecturer or someone who can provide an appropriate character reference.

Please explain any gaps in your employment/education history and reasons for these gaps, continuing onto an additional page if necessary.

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. We are fully committed to following all safeguarding procedures. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Asylum, Immigration and Nationality Act 2000.

If you have any queries or require any further information, please contact:

Grazebrook Primary School 020 8802 4051

Shacklewell Primary School 020 7254 1415

Woodberry Down Primary School 020 8800 5758

Thomas Fairchild Primary School 020 7253 9469

recruitment@newwavefederation.co.uk

We look forward to receiving your application.



Grazebrook Primary School

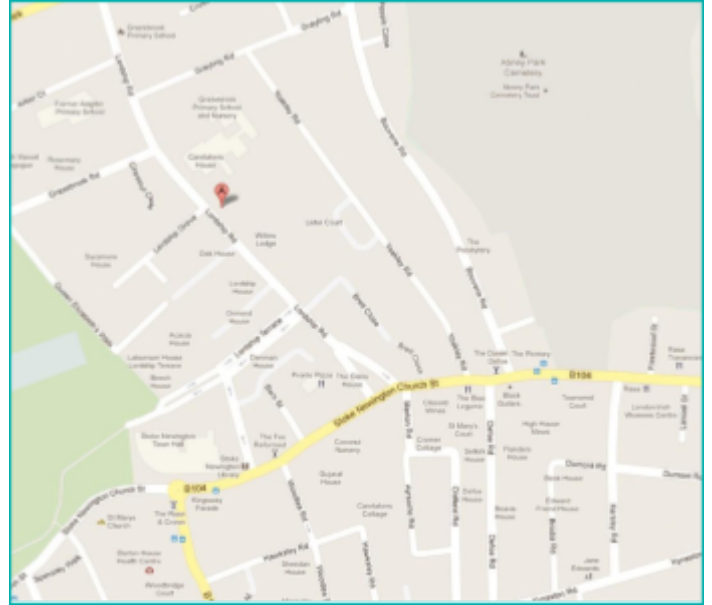
Lordship Road, London N16 0QP

Tel: 020 8802 4051

Fax: 020 8442 5202

E-mail: gboffice@newwavefederation.co.uk

Web: www.grazebrook.hackney.sch.uk



Shacklewell Primary School

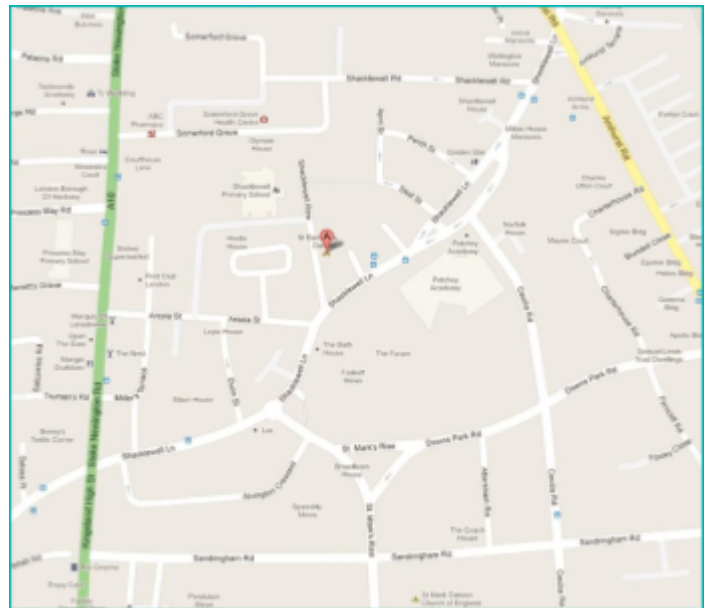
Shacklewell Row, London E8 2EA

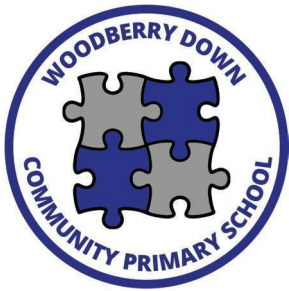
Telephone: 020 7254 1415

Fax: 020 7254 1151

E-mail: swoffice@newwavefederation.co.uk

Web: www.shacklewell.hackney.sch.uk





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Woodberry Grove, London N4 1SY

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Fax: 020 8211 0029

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