

# **Class Teacher**

## **Anson Primary School**



**Candidate information pack**

**September 2026**



## About our school

Anson Primary School supports and encourages everyone's learning, wellbeing and happiness and is a great place to live and learn. Our school is a place where we inspire happy, confident, and creative young people with a lifelong love of learning.

We create a safe, happy, and caring environment with warmth, where children can dream big and achieve their best. We encourage perseverance, self-motivation and resilience. We stick together and don't leave anyone behind.

Children are continually challenged to attain higher standards, so it is important that expectations are high, both academically and personally. Through a range of teaching styles, the staff foster a positive atmosphere of mutual respect and trust to create an environment where pupils feel safe and valued individuals. In this way we hope that they will develop self-motivation and a sense of personal worth.

At Anson, we believe that children should look forward to coming to school and go home having enjoyed their day. We believe in teamwork, in pulling together and in recognising and valuing everyone. We are respectful of people from different backgrounds and aim to involve families from all our communities. We believe in the inclusion of every child and will ensure that we support all our children to achieve and succeed. We believe in showing children how to use their voices confidently in the world.

We strive for excellence every day, so that every child can fulfil their potential.



## Class Teacher job description

<b>Post</b>	Class Teacher (September 2026)
<b>School</b>	Anson Primary School
<b>Salary</b>	Main Scale (Inner London): M1 to M6

### 1. DIRECTLY RESPONSIBLE TO:

The Headteacher

### 2. MAIN PURPOSE OF JOB AND PRINCIPAL ACCOUNTABILITIES:

#### (1) Liaison and Co-operation

The teacher will work in liaison, contact and co-operation with:

- other members of staff
- members of Borough support and advisory services
- organisations and networks relevant to the teacher's specialism or subject
- parents, governors and the local community

#### (2) Policy and Legal Framework

The teacher will work within the framework of:

- National legislation, including Education Acts and the Schoolteachers Pay and Conditions Document (STPCD) 2006 (and any subsequent legislation)
- School policies and guidelines on the curriculum and school organisation

#### (3) Tasks and Duties

The STPCD lists the duties to be included in all Job Descriptions for teachers. The following statement is intended to incorporate all the duties itemised in Schedule 3 of the Act, and any subsequent statutory instruments made under the Act.

The tasks and duties listed below are required for all teachers. These may be reviewed at least once a year, usually in the Summer Term.

##### (i) Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class

##### (ii) Setting and supervising work by pupils

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere.

##### (iii) Marking and recording

To mark and assess pupils' work and to record their development, progress and attainment, both at school and elsewhere.

##### (iv) Discipline and relationships

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

##### (v) Communication with parents

To build and maintain co-operative relationships with parents, and to communicate with them on

pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

(vi) The classroom and school environment To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole.

(vii) Overall policy and review

To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines.

(viii) Reports

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

(ix) Review

To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.

(x) Professional development

To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the headteacher.

(xi) Corporate Life

To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.

(xii) Cover

To supervise, and in so far as practicable to teach any pupil whose teacher is absent. These requirements will be set within the framework set by the expectations of the National Agreement.

(xiii) Performance management

To participate in arrangements made in accordance the performance management regulation for the evaluation of one's own performance and that of other teachers.

(xiv) Staff meetings

To participate in meetings at the school which relate to the curriculum, pastoral and organisational aspects of the school.

(xv) Equality policies

To help ensure that subject-matter and learning resources reflect Borough and school policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (xiv) above. The Deputy Headteacher will work with the Headteacher of Anson Primary School and, together, they will be responsible to the Governors and the LA for effectively leading and managing an outstanding school.

## Class Teacher Person Specification

During the application and interview process we are looking for candidates who can fulfil the following aspects in their work. Some of this will be drawn out at the interview stage. The rest should be reflected in your application.

	<b>Qualifications and Experience</b>		App	Int
1	First degree and PGCE or B Ed / B.A. (with QTS) or QTS via employment based route.	E	√	
2	Training in and experience of the age range applying for.	D	√	
	<b>The Curriculum</b>			
1	Experience and understanding of organising, promoting and evaluating the curriculum across a range of subjects within the classroom.	E	√	√
2	Understanding of the principles of successful curriculum organisation at classroom level.	E	√	√
3	Understanding of good classroom management.	E	√	√
4	Understanding of the requirements of the National Curriculum	E	√	√
5	Understanding how pupils with special educational needs may be integrated in the classroom.	E	√	
6	Awareness of the management of pupils' behaviour and motivation in the classroom.	E		√
	<b>Equality Practices</b>			
1	Evidence of empathy with national and local policies regarding equal opportunities and their implementation.	E	√	√
2	Commitment to the importance of parental and local community involvement	E	√	√
3	Awareness of the correct approaches to safeguarding procedures in a school.	E	√	√
	<b>Skills and Abilities</b>			
1	Skills in effective communication, both written and oral, to a range of audiences.	E	√	√
2	Ability to effectively think creatively.	D		√
3	Ability to record and maintain children's progress & data effectively.	E	√	
4	Ability to work under pressure whilst maintaining a professional approach to the role.	D		√

## **The Package**

### **Hours of work**

Full time, School Teachers' Pay and Conditions Document

### **Annual leave**

School Teachers' Pay and Conditions Document

### **Pensions**

Teachers' Pensions Scheme [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)

### **Place of work**

Anson Primary School

### **Training**

The Brent Schools Partnership offers a wide range of training opportunities, which includes specific programmes for senior leaders and Head teachers that are built around the development priorities of Brent schools and in liaison with Headteachers.

### **Valuing diversity**

We are proud that Brent is one of the most diverse boroughs in the UK and aim to develop a workforce that reflects the community in which we operate.

We are committed to recruiting, developing and retaining the most talented people from all backgrounds and valuing the varied skills, experiences and perspectives they bring to us in Brent. We strive to ensure that applicants are considered solely based on their skills and abilities. We monitor the diversity of applicants and appointments to check that all our employment procedures are fair.

We particularly encourage applications from disabled people, as they are currently under-represented in our workforce. We are a Two Ticks employer and offer guaranteed interviews to disabled applicants who meet the minimum criteria for a role.

## **Important information about this role:**

### **Disclosure & Barring Service (DBS) Check**

Successful applicants will be required to obtain an Enhanced DBS check considered satisfactory by the Council. The London Borough of Brent is an Equal Opportunities employer and having a criminal record will not necessarily bar you from working with us.

This will depend on the nature of the position and the circumstances and background of your offences. We will not unfairly discriminate against you on the basis of conviction or other details revealed.

However, we are also fully committed to protecting our vulnerable clients and will fully comply with the DBS code of practice. For a copy of the code, please visit <http://www.homeoffice.gov.uk/dbs> or request a copy from Human Resources.

Failure to disclose information or providing deliberate false information in order to gain employment may lead to your dismissal or a withdrawal of an offer of employment.

### **Rehabilitation of Offenders Act**

This post is exempt from section 4 (2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.

## Application information

For your information, please note the following when completing your application:

- Read the job description and person specification carefully
- Complete a supporting statement as part of the application form, making sure you address each of the criteria indicated in the person specification

Applicants may only be shortlisted if they indicate in their application that they meet the shortlisting criteria on the Person specification. Your completed application form and attachments are the only basis for considering your initial suitability for the post.

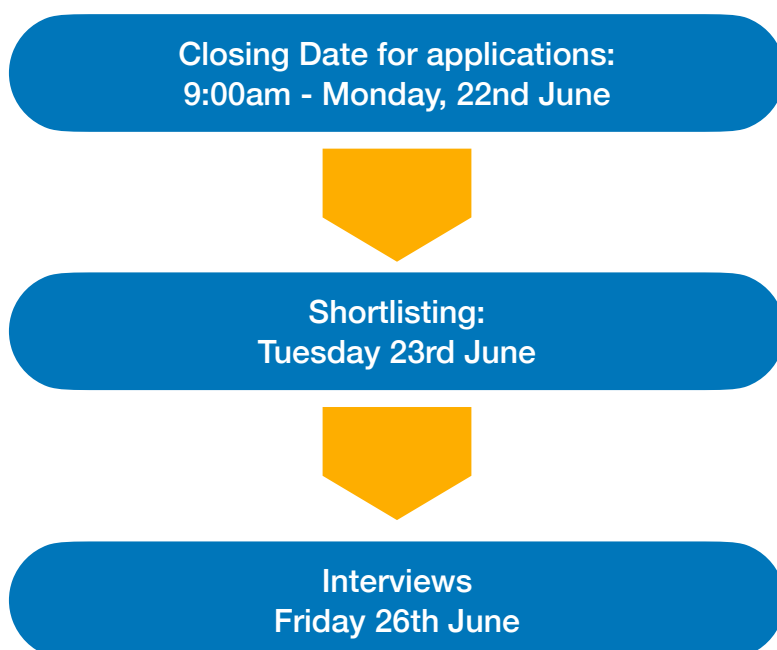
Unfortunately, we are unable to provide feedback to applicants who are not shortlisted for interview. However, you will receive an automated email informing you of the outcome of your application within four weeks of the closing date.

### Disabled applicants

Applicants who are disabled and are covered under the Disability Provision of Equality Act 2010 and meet the essential criteria for the role will be invited to the selection process.

### Recruitment stages

The flowchart below has been created to inform you of the proposed recruitment timeline and different stages candidates will follow during this recruitment process.



We appreciate it is helpful to give candidates adequate notice of assessment and interview dates and it is intended that these will be held on the above dates.

Candidates will normally receive confirmation of the start date within 4 weeks of their conditional offer but this will depend on:

- How quickly candidates complete and return all necessary information
- Whether a Health Referral is required and how detailed, the request for medical information is