



PA



Primary Advantage Federation

Class Teacher

Application Pack

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Equal Opportunities Statement:

Primary Advantage and its schools strive to be diverse and inclusive communities, places where we can ALL be ourselves without prejudice or bias. We welcome applicants from all cultures and backgrounds to reflect the community we serve and we continue to positively advocate for diverse representation.

Safeguarding Statement:

Everyone in the Primary Advantage Federation and its schools who comes into contact with children and their families has a role to play in safeguarding. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and to provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns escalating. We work with the Children and Families Service, the police, health services and other relevant agencies to support and promote the welfare of children and to protect them from harm. We work in line with statutory guidance for schools and colleagues: Keeping Children Safe in Education (2025).



Welcome

Dear Applicant,

Thank you for your interest in applying for a post at one of our federated schools. I hope this pack supports you in finding out more about Primary Advantage and starting your application. We are keen to meet you and welcome visits to our schools.

Primary Advantage is a federation of seven schools and serves a multi-cultural community in the London Borough of Hackney. We have four Church of England schools and three Community schools. Our schools are exciting places to work, with high expectations which promote innovation, forward thinking and excellence. We also offer the unique opportunity to be part of a community of teachers who regularly share best practice and learn from each other.

Our annual learning festivals provide fantastic opportunities for teachers to explore issues in a dynamic professional setting. At the Reading & SEND January 2026 Inset Day, the focus was on two of our federation's strategic priorities: Reading & SEND. These priorities sit at the heart of our mission - ensuring that every child across our schools becomes a confident, capable and joyful learner.

The pack includes some background information about the federation, information about the application process and the job description.

The closing date for this application is: Monday 23rd February 2026 at 9am.

Interviews for shortlisted candidates will take place on the week beginning: Monday 2nd March 2026.

We want to recruit staff who engage and inspire both pupils and colleagues. This is an excellent opportunity for an experienced teacher to further develop their career within the federation. You'll lead by example, supporting pupils to achieve the best of their ability. There are a number of recruitment and retention initiatives available for high quality teachers.

You only need to complete a single application for all Primary Advantage schools. If your application is successful, we will discuss the opportunities available in our schools for your consideration. Please note, you are not required to complete a supporting statement as part of your application. Please see details on how to apply on page 4 of this pack as well as our recruitment timeline on page 5.

More information about each school can be found on the schools' websites. If you have any questions or would like to arrange a visit, please contact Venessa Williams on 0207 254 1010 ext 6 or email enquiries@primaryadvantage.hackney.sch.uk.

Kind regards,
Sian Davies
Executive Principal



Application Process

01

Welcome

Please read the application pack thoroughly

02

Application Form

Complete all details of the application form; CVs will not be accepted

03

Personal Specification

Ensure you address the criteria outlined in the person specification

04

Employment History

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

- Your first referee is your current or most recent employer
- Your second referee must be from a senior person with appropriate authority

05

Employment History

Completed application forms must be received by Monday 23rd February, 9am and emailed to recruitment@primaryadvantage.hackney.sch.uk

If you would like to arrange a visit or you have any queries, please email and the recruitment team will book this on your behalf. For more details about the timeline, please see the recruitment timeline page.

If you are shortlisted, you will need to complete a Self-Declaration form to share any relevant information regarding convictions, including spent convictions that are not 'protected' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (with amendments in 2013 & 2020). This will be discussed and considered during the interview. Any information given will be treated in strict confidence and managed in line with relevant data protection and guidance. An online search will be conducted and we will request details in regards to your social presences online

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. The Federation is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Nationality, Immigration and Asylum Act 2002.

Successful candidates will be required to apply for an enhanced Disclosure and Barring Service (DBS) Check, including children's barred list information. We are committed to safeguarding and promoting the welfare of our children and expect all members of staff to share this commitment.

All qualifications and references will be verified.



Recruitment Timeline

The following table outlines the process for recruitment and selection of Teachers at Primary Advantage

FEBRUARY TO MARCH

- Advertising will take place in February.
- After reviewing applications our shortlisting panel will shortlist candidates for interview.
- Candidates are informed whether or not they are invited to interview within one of our schools.
- During interviews, candidates state their preference for key stage and school.
- Candidates are informed whether or not they are appointable and if not, are offered constructive feedback from the chair of the interview panel.



MARCH TO MAY



Appointable candidates are held in a pool. During this period, school vacancies start to become known and as vacancies arise, schools will choose suitable candidates from the pool to fill vacancies and will make an offer at that stage. Their offer decisions will be based on the needs of the school, while taking into account the prospective employee's preferences regarding school and key stage. It is understood and accepted that during their period, the candidate may attend interviews outside of the federation and accept a role elsewhere. If this is the case, candidates are requested to inform the federation at the earliest opportunity.

JUNE

The final date on which a school will know of a vacancy for September is 31st May. If there are still unplaced appointable candidates in the pool, they will be informed that they have been unsuccessful by Monday 1st June 2026.

Any queries regarding, please contact us at
recruitment@primaryadvantage.hackney.sch.uk



Our Schools

We would encourage you to visit our websites to find out more about individual schools and the federation. The schools are well-positioned within Hackney with access to a range of facilities and transport links.



St John & St James is a one-form entry Church of England Primary School based in Hackney Central. The Headteacher is Grace Gladstone. Our School's motto is to "Learn together, journey together, pray together." For more information about our school, please visit our website: www.johnjames.hackney.sch.uk



Holy Trinity is a one-form entry Church of England Primary School located in Dalston. The Headteacher is Rebecca Mackenzie. Our school motto is "Every child: Empowered. Inspired. Prepared." For more information about our school, please visit our website: www.holytrinity.hackney.sch.uk



Springfield is a one-form entry Community Primary School located close to the borders of Hackney and Haringey. The Headteacher is Jack Sloan. "Learn together, grow together" is our school motto and is expressed in every aspect of our work. For more information about our school, please visit our website: www.springfield.hackney.sch.uk



St Matthias is a one-form entry Church of England School located in Stoke Newington. The Headteacher is Lucy Blewett. Our school motto is "Dream-Believe-Achieve." For more information about our school, please visit our website: www.st-matthias.hackney.sch.uk



Morningside is a two-form entry Community Primary School located in Hackney Central. The Co-Headteachers are Jo Stonehouse and Rachel Smith. Our School motto is "Achieving and Aspiring Together." For more information about our school, please visit our website: www.morningside.hackney.sch.uk



Gainsborough is a one-form entry Community Primary School located in Hackney Wick. The Executive Headteacher is Jenna Clark. Our School motto is "Learn Together." For more information about our school, please visit our website: www.gainsborough.hackney.sch.uk



Our Background

Our schools gain significant benefits from working collaboratively, we strongly believe that schools can achieve more by working together. We have made a commitment to a shared responsibility to the wider education community, the provision of a high quality education and the improvement of life chances for pupils in the community beyond that of our own schools.

Our journey started in 2000 when St John & St James CE Primary School opened as a Fresh Start School. Since then we have worked alongside many different schools in Hackney, across London and in many different parts of the country and have grown into a Federation of seven schools. We work collaboratively towards a shared vision and agreed commitments but our schools are individual, serving the needs of different communities in creative and innovative ways.

Our Commitments

We believe passionately in improving the life chances for all our pupils. We have the highest possible standards and will use our resources and expertise to unlock learning in all its facets for all our children. No barrier is too great; no learner is left behind. Skilled teachers use the most effective teaching methods to motivate learners and raise aspirations. Our schools are special places to work. We want to attract and retain staff at all levels that are willing to think flexibly, work with rigour and precision, and go the extra mile.

We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually. We promote a collaborative approach whilst developing the capacity of each school to serve its own community and retain its distinct identity. We have developed approaches which we know make the most significant impact on pupil outcomes. These are well considered systems, approaches or policies which can be implemented in a range of settings with the appropriate levels of support.

Our leadership structure aims to make the most of our shared resources, maintain high expectations and secure high standards. We build leadership sustainability by spotting talent and creating opportunities for all staff at all levels to receive high quality training and leadership experiences. We recognise the importance of individuality, spontaneity and creativity in developing innovation. We seek to maximise the efficiency and effectiveness of each school by capitalising on centralised services and sharing systems and procedures.

Through the work of the Primary Advantage Learning, Development and Partnership service, we are able to offer excellent professional development for current practitioners, leaders and future recruits to the profession. Teachers have many opportunities for professional growth through our development and masters programmes. Staff, pupils and families have opportunities for growth through links with our partners, schools and a wide range of enrichment activities.

Expectation

Every teacher is a great teacher; every school is a great school.
We aim to move incrementally towards excellence in all aspects of our work.

All pupils will make good or better progress and will be properly equipped for the next stage of their schooling.

Learning environments are of high quality where pupils feel **safe and secure, known and valued and motivated to learn.**

Curriculum provision is bespoke, broadens horizons and inspires our pupils to become successful learners, confident individuals and responsible citizens.

Our learning community provides opportunities for growth for pupils, staff and families.

Partnership

Leadership

Growth

PRIMARY ADVANTAGE FEDERATION

For many years Primary Advantage has delivered high quality Initial Teacher Training and Professional Development to new and experienced teachers, along with curriculum and leadership support, to schools across Hackney, London and around the country. Our PA Maths Programme, developed by our own teachers, has been used by hundreds of schools across the country.

The strength of Primary Advantage lies in the support and expertise shared by all seven schools. We work closely in partnership with Hackney Education, UCL Institute of Education our regional Maths Hub, English hub, STEM Learning, our regional Teaching Schools Hub and many others.

We work collaboratively to support each other to drive up standards in schools and improve the life chances of children both within our group of schools and beyond.

Previously accredited by the DfE as a group of National Teaching Schools, at PA we are committed to developing your skills and knowledge as a teacher or leader and providing opportunities for you to grow.

As a teacher with PA you will have access to:

- High-quality training and professional development for new and experienced staff
- Rich collaboration and shared learning events with your peers through our Teacher Learning Communities (TLCs), subject leader networks and Federation learning festivals
- Career progression opportunities through a range of leadership programmes

Reading & SEND INSET - January 2026

Our schools are full of wonderful children from a diverse range of backgrounds and with a wide range of abilities, experiences and needs. Every child is valued and we want every child to succeed and reach their potential. In this, our tenth, annual festival of education, our teachers and teaching assistants were given the opportunity to deepen our practice, share expertise across the federation, and renew our collective commitment to giving every child the transformative power of reading. Reading is also one of the most powerful tools for equity and opportunity. By strengthening early language, embedding high-quality phonics through Read Write Inc (RWI) and Success For All (SFA), and developing rich reading cultures informed by the work of Christopher Such, we are opening the door to opportunity for every pupil.



Job Description

Job Title: Classroom Teacher

Salary: M3 - M6 (£44,238 - £52,300)

Internal: Other Teachers within the school, Executive Principal, Headteacher & Deputy/Assistant Headteacher

External: Church, Local Community, Parents & Agencies relevant to duties

Role Summary

1.1 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 class teacher to ensure that his/her professional duties are discharged effectively.

1.2 This job description sets out the duties to be undertaken and performed to the satisfaction of the Executive Principal/Headteacher and Governing Board by the Class Teacher. The duties set out below relate to the overall class teaching requirements and related expectations of a Class Teacher.

Key Tasks and Activities

- Within the class: to ensure the full implementation of the National Curriculum Orders for all subjects, or the Foundation Stage content as defined in current DFE documentation (as applicable to the year group) and in accordance with school policies.
- Create a positive, stimulating and innovative environment for learning. Maintain a well organised classroom with appropriate displays, resource areas and materials.
- Plan and implement a curriculum to meet the needs of all pupils in the class and develop personal and social aspects of learning.
- Develop effective ways of overcoming barriers to learning and sustain effective teaching through the assessment of learning.
- Keep under review the methods of planning and delivery of the curriculum, recording pupils' progress and make any required assessments.
- Monitor and report the quality of pupil attainment in all subjects to the Executive Principal/Headteacher and Governing Board.
- Assist in the selection of resources for the curriculum.
- Monitor and assess own performance and take a proactive approach to professional development.
- Effectively manage pupil behaviour, encouraging a high standard of behaviour and mutual respect between pupils and all members of the school community.
- Promote and facilitate parental involvement in teaching and learning through a shared school/home approach.
- Work with support staff and other teachers in the classroom to effectively plan for a range of needs and be supportive of and considerate of to the needs of other colleagues.
- 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.
- Advise other staff on teaching, practice, and to assist with inset for staff and governors when required to do so.
- Work with Hackney LA on local and national initiatives for all subjects of the National Curriculum.
- Work across the federation of schools if and when required to do so.

Other responsibilities

To undertake duties of a similar nature as may be reasonably directed by the Executive Principal/Headteacher from time to time.

Note: 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 Principal/Headteacher in the light of those changing requirements and in consultation with the class teacher and governing board.

The health, safety and wellbeing of every child is our top priority. We recognise our responsibility to safeguard the welfare of our children and we expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

Person Specification

Qualifications

- Degree level qualification.
- Professional Teaching Qualification e.g. QTS or PGCE.
- Willingness to continue professional development.

Communication Skills

- 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 situation and needs.
- Creates an environment of trust by delivering on promises.
- Utilises report-writing skills to accurately reflect a situation through positive language.
- Confident in leading staff meetings as appropriate.

Other Skills Required for the Role

- Awareness of safeguarding procedures and policies.
- Demonstrates excellent classroom practice.
- Exercises flexibility in order to accommodate changes in work priorities.
- Balances tasks and resources in the organisation of a wide range of activities.
- Provides contingencies to deal with the unexpected.
- Thinks clearly and logically in working through a problem, making referrals as appropriate.
- 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.
- Understand the nature of a Church of England Primary School and be willing to teach R.E. and attend collective worship to meet the expectations of the Governing Body.
- Ability to work with people from diverse backgrounds or other.

Accountability/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/Management Skills

- Ability to lead school-based projects or developments.

Primary Advantage

Professional Behaviours

Category of Behaviour	Description
Managing self and personal skills	Being aware of own behaviour and how it impacts on others
	Enhancing personal skills to adapt professional practice to business needs
	Being aware of and honest about own areas of strength and development needs
	Taking responsibility for own mistakes and sharing team success
Delivering excellent service	Providing the best experience to pupils, parents and colleagues
	Building strong and trusting working relationships to improve team's delivery
	Ensuring all one's internal and external written communications demonstrate a high level of professionalism (eg. spelling, punctuation, grammar and appropriate language)
Finding solutions	Seeing beyond own area of work to understand departmental or school goals
	Engaging enthusiastically in the purpose of the whole organisation
	Recognising the importance of individuality and creativity in innovating
Working flexibly	Being open to new ideas and ways of working
	Adjusting to unfamiliar situations and shifting demands/needs by thinking flexibly and giving new things a try
	Working with rigour and going the extra mile
Maximising efficiency and effectiveness	Capitalising on centralised services and systems and procedures for sharing resources and practice
	Being mindful of sustainability and reduction of physical waste
	Managing own time effectively to complete directed tasks and activities
	Allocating appropriate time and resources when directing others and setting achievable deadlines
Committing to the organisation	Developing an understanding of the education context in which we work
	Showing commitment to the federation and school's vision and values
	Positively representing the organisation by speaking highly of it inside and outside the workplace

Primary Advantage Professional Behaviours

Category of Behaviour	Description
Developing self and others	Showing commitment to own ongoing professional development
	Supporting others to feel safe, secure, known, valued and motivated to reach their full potential
	Spotting talent and creating opportunities for staff at all levels to receive high quality training and leadership experiences
Working together	Working collaboratively with others to achieve organisational goals
	Recognising and valuing the different lived experiences that people contribute to a shared project or activity
	Pooling expertise and resources to achieve collectively what may not be achievable individually
Getting results	Taking personal responsibility for getting things done
	Consistently meeting objectives and success criteria
	Moving incrementally towards excellence in all aspects of one's work

Contact Details



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Sian Davies
Executive Principal