



The Eliot Bank and Gordonbrock Schools Federation



Class Teachers

For September 2024

Recruitment Information & Application Pack



Eliot Bank Primary School
Thorpewood Avenue
London
SE26

Website: www.eliotbank.lewisham.sch.uk
Email: info@eliotbank.lewisham.sch.uk

Executive Headteacher: Maria Gilmore
Head of School: Katrina Walsh
Chair of Governors: Peter Fidel

Gordonbrock Primary School
Amyruth Road
London
SE4 1HQ

Website: www.gordonbrock.lewisham.sch.uk
Email: admin@gordonbrock.lewisham.sch.uk

Executive Headteacher: Maria Gilmore
Head of School: Jane Wright
Chair of Governors: Peter Fidel





The Eliot Bank and Gordonbrock Schools Federation



Executive Headteacher: Ms Maria Gilmore

Eliot Bank School
Thorpewood Avenue
London SE26 4BU
Tel: 020 8699 0586
info@eliotbank.lewisham.sch.uk
Head of School: Mrs Katrina Walsh

Gordonbrock School
Amyruth Road
London SE4 1HQ
Tel: 020 8690 0704
admin@gordonbrock.lewisham.sch.uk
Head of School: Mrs Jane Wright

Dear Applicant,

Thank you for your interest in the Class Teacher positions at the Eliot Bank and Gordonbrock Schools Federation.

As an initial introduction to our schools I would invite you to visit the website which can be found at <http://eliotbank.lewisham.sch.uk> and <https://gordonbrock.lewisham.sch.uk>.

We would also encourage and welcome your visit to either or both schools in order for you to experience, first-hand, the vibrancy of our teaching and learning. To make an appointment please contact our Federation Administration Officer, Mrs Anne-Marie Küçükkaramuklu by email on recruitment@gordonbrock.lewisham.sch.uk.

If you intend to apply for the position, please ensure you complete and return the Teachers' Application form before the **closing date of noon on Tuesday, 2nd July 2024**. Applications will be reviewed on an ongoing basis, so early applications are encouraged.

We look forward to receiving your application, which can be returned by email to akucukkaramuklu.209@lgflmail.org.

Yours sincerely,

Maria Gilmore
Executive Head



SCHOOL
MEMBER



About Us

The Federation

Eliot Bank Primary School and Gordonbrock Primary School are in federation with both schools working closely together led by Maria Gilmore, our Executive Headteacher.

One Governing Body is responsible for the strategic direction of the schools. The Executive Headteacher works strategically across both schools whilst the Heads of School have full responsibility for leading and managing their schools.

Each of our schools is unique with very differing communities, sites and buildings. Even though part of a federation, the schools have retained their individuality. We are determined that the schools will keep this individuality, underpinned by shared expectations and purpose and the needs of our children firmly at the heart of every decision we make.

Our highly expert staff teams work together across the schools in a number of ways, to ensure the standard of teaching and learning is high. We have a shared curriculum, assessment strategies and policies.

Our Senior Leadership Teams also work closely together to ensure that aligned systems are working well and staff regularly meet for CPD opportunities. More experienced staff across the federation support less experienced colleagues ensuring all quickly become proficient in their areas of responsibility.

The Heads of School work closely together to support and challenge one another. The schools work from the same curriculum map and year group teams meet regularly to plan. Phase leaders and curriculum leaders also work in partnership, in shared strategic planning, shared curriculum development and shared evaluation of their school improvement planning.



Our Vision and Values

The federation has a clear vision for the education of its children and our policies and practices are based on this. We want our children to enjoy learning whilst being challenged to meet the highest standards they can. Our schools are full of active and engaged learners who, as well as developing their academic skills, are also developing life skills of learning, friendship, effort and resilience.

For more information please visit the 'About Us' page on our websites.



Our Governing Body

The Eliot Bank and Gordonbrock Schools Federation governing body provides strategic leadership and accountability in both schools.

For more information regarding the governing body, including governing body structure, please visit the "Our Governors" page on websites.



Our Schools

Gordonbrock Primary School is a community primary school in Brockley in south east London. It is a large, oversubscribed three-form entry school with approximately 650 on roll. The school was rebuilt in 2012 and so we are lucky to have a fantastic building with two halls, a music room and a library. We take immense pride in our high quality learning environment, as recognised by OFSTED in March 2019, *'The highly stimulating environment throughout the school, provides a powerful backdrop that radiates high expectations.'*

Eliot Bank Primary School is a community school in Forest Hill. It is an oversubscribed two-form entry school with approximately 450 on roll. The school is built on the side of a hill with stunning far-reaching views across London. We have two playgrounds as well as our own pond and wildlife area. The building is very well maintained, providing a pleasant working environment for staff and pupils. *"I love how happy the kids are. They are curious and they find learning great fun – must have something to do with the school!"* – Parent, Summer 2019 Parent/Carer Survey

The intake of both schools is a wonderful mix of ethnicity, race culture and socio-economic backgrounds. The children have a wide range of needs including those with special educational needs. We are focused on children's learning and have developed meaningful cross-curricular planning, building up layers of knowledge and understanding. We believe in making learning exciting and our curriculum is knowledge and skills based, including a wide variety of visits and visitors. We encourage children to demonstrate their learning through a range of strategies. We value music and PE highly, buying in additional expertise in these areas. *'The quality of teaching is outstanding. My daughter is stimulated and challenged to do her best. Teachers are constantly looking for new ways to approach the lesson and make it fun.'* – Parent, Summer 2019 Parent/Carer Survey



Our schools are committed to Assessment for Learning as a key strategy to underpin our teaching. Talk for writing is well established throughout the school and a basic skills maths program enables our children to deepen their understanding of mathematics and apply this in a variety of ways.

Expectations and outcomes are very high for all of our children. This is because we have a belief that every child will succeed, whatever barriers they may face. We do everything and anything to help each child to be a success. This takes determination, consistency by the staff and an uncompromising attitude by the leadership team. *'Leaders at all levels are united in a shared purpose and determination to secure the best outcomes for pupils, whatever their starting points.'* - OFSTED March 2019

Our children can make demands in terms of their behaviour and social skills, though the school has a calm working atmosphere and the behaviour of the children is very good. This is brought about through the clear and consistent behaviour policy applied throughout the school, and the amount of time and energy that all staff put into its implementation. *'Pupils' attitudes to school and learning are overwhelmingly positive...adults foster strong relationships with pupils and ensure that routines are well established, consistently applied and thoroughly embedded.'* - OFSTED March 2019



Our Staff

Our staff are passionate about the school and are committed to ensuring that every child achieves well. 'Teachers manage planning very well so that pupils' learning is sequenced clearly and logically. This provides pupils with opportunities to build on previous knowledge and make strong progress...Teachers ask pupils questions highly effectively. Pupils explain their answers with real confidence, applying their increasing rich technical vocabulary across a wide range of subjects...Work in pupils' books indicates that high quality teaching has led to all groups of pupils, including those who are lower achieving or disadvantaged, making rapid progress.' - OFSTED March 2019

Teachers are supported in their role in a variety of ways:

- The leadership team is well established and highly motivated with a clear focus on raising standards through purposeful learning.
- Year groups are organised into phases, each with a phase leader who is a member of the leadership team.
- Good organisation throughout the school with a wide range of policies and systems in place.
- There is a detailed planning framework and planning is done in teams with school and federation.
- Teaching Assistants are knowledgeable and motivated, taking responsibility for a number of intervention strategies as well as for some assessment and feedback and displays.
- Our administrative and premises staff ensure that the school is very well maintained and organised. They play a vital part in school life.
- There are positive relationships within the school with staff working hard within a relaxed atmosphere.
- There is a full programme of CPD with induction, quality professional development meetings, coaching and access to high quality external INSET.

Many of our appointments are internal as staff develop and are able to step up. We have a well-established cycle of monitoring, evaluation and support, focusing on various aspects of the school. Performance management, observations and peer coaching are part of this process.

Curriculum responsibility is organised through a team approach ensuring that staff at all levels of experience and in all areas of expertise can make a contribution and can learn about this aspect of school life.

Staff wellbeing is taken very seriously. *'Leaders have invested heavily in staff training. Staff feel that they are developed as teachers and as leaders. They also say that leaders are attentive to their wellbeing and workload. They describe a constructive and collaborative ethos where dialogue between professionals is positively encouraged.'* - OFSTED March 2019



Our Pupils

Both schools are very successful with children who tell us they feel safe and that are happy and engaged in their learning.

A summary of our key information as well as a summary of the end of key stage data, for both, schools is outlined on this page.

Summary of Key Information For Eliot Bank		
	Number	%
Number on Roll	412	
Number of Pupils on FSM	68	16.5
Number of Languages Spoken by Pupils	45	
Overall Number of Pupils Entitled to PPG	71	17.23
Pupils having SEND Support	56	
Pupils with EHCPs	3	
Total number of SEND pupils	59	14.32
Overall Attendance for 2022/23		95.91%

Summary of Key Information For Gordonbrock		
	Number	%
Number on Roll	642	
Number of Pupils on FSM	87	13.5
Number of Languages Spoken by Pupils	56	
Overall Number of Pupils Entitled to PPG	91	14.2
Pupils having SEND Support	65	
Pupils with EHCPs	7	
Total number of SEND pupils	72	11.21
Overall Attendance for 2022/23		95.50%

End of Key Stage Data for Eliot Bank Primary School

EYFS 2022/23

Percentage of Children Achieving a GLD¹

	Eliot Bank	Lewisham	National
Overall GLD	88%	70%	67%

Year 1 Phonics Screening Check 2022/23

Percentage of Children Achieving the Expected Standard

	Eliot Bank	Lewisham	National
Y1	90%	77%	79%
Y2 rechecks	95%	85%	89%

Key Stage 1 2022/23

Percentage of Children Achieving the Expected Standard

	Eliot Bank	Lewisham	National
Reading, Writing & Maths Combined	77%	56%	56%
Reading	88%	68%	68%
Writing	81%	60%	60%
Maths	84%	69%	70%

Year 4 Multiplication Tables Check 2022/23

(Score out of 25)	Gordonbrock	Lewisham	National
20+	72%	~	~
25	30%	~	29%
Mean Average	21	20.3	20.2

¹ GLD stands for Good Level of Development. Areas considered are: Self-Confidence & Self-Awareness, Making Relationships, Managing Feelings & Behaviour, Health & Self-Care, Moving and Handling, Listening & Attention, Speaking, Understanding, Reading, Writing, Numbers, Shape, Space & Measure.

Key Stage 2 2022/23

Percentage of Children Achieving the Expected Standard

	Eliot Bank	Lewisham	National
Reading, Writing & Maths Combined	84%	61%	59%
Reading	91%	73%	73%
Writing	85%	72%	71%
Maths	93%	75%	73%
English Grammar, Spelling and Punctuation	78%	73%	72%

End of Key Stage Data for Gordonbrock Primary School

EYFS 2022/23

Percentage of Children Achieving a GLD ²

	Gordonbrock	Lewisham	National
Overall GLD	89%	70%	67%

Year 1 Phonics Screening Check 2022/23

Percentage of Children Achieving the Expected Standard

	Gordonbrock	Lewisham	National
Y1	91%	77%	79%
Y2 rechecks	60%	85%	89%

Key Stage 1 2022/23

Percentage of Children Achieving the Expected Standard

	Gordonbrock	Lewisham	National
Reading, Writing & Maths Combined	76%	56%	56%
Reading	82%	68%	68%
Writing	76%	60%	60%
Maths	84%	69%	70%

Year 4 Multiplication Tables Check

(Score out of 25)	Gordonbrock	Lewisham	National
20+	74%	~	~
25	27%	~	29%
Mean Average	21.2	20.3	20.2

Key Stage 2 2022/23

Percentage of Children Achieving the Expected Standard

	Gordonbrock	Lewisham	National
Reading, Writing & Maths Combined	84%	61%	59%
Reading	88%	73%	73%
Writing	88%	72%	71%
Maths	90%	75%	73%
English Grammar, Spelling and Punctuation	84%	73%	72%

² GLD stands for Good Level of Development. Areas considered are: Self-Confidence & Self-Awareness, Making Relationships, Managing Feelings & Behaviour, Health & Self-Care, Moving and Handling, Listening & Attention, Speaking, Understanding, Reading, Writing, Numbers, Shape, Space & Measure.

Our Parents & Community

Both schools serve a vibrant community and we are committed to celebrating and valuing their diversity.

We teach children the values of equality and acceptance and we prepare our children for life in modern Britain, participating in local events and meeting community members, as well as helping our children to understand the values of democracy, liberty and tolerance.

We encourage parents and carers to take an active part in their children's education at our schools.

Parent feedback is important to us and we are overwhelmed with the positive feedback we receive in our Parent Questionnaires.

To read the feedback from our parents please visit the 'Parent Feedback' page on our websites.

Many parents also choose to volunteer through our active and highly committed parent and carer association FOG (Friends of Gordonbrock). The funds raised help to support the work of our school, enhancing children's learning experiences, financing playground equipment, special events and additional classroom resources to improve the learning environment.



Application Information

Salary: M1 (£29,664) – M6 (£40,372)

Start Date: September 2024

1. School Visits

To make an appointment please contact our Administrative Assistant, Mrs Anne-Marie Küçükaramuklu by email on recruitment@gordonbrock.lewisham.sch.uk

2. Application Forms

Please find attached the Teaching Staff Application Form.

3. Closing date for Applications

Completed application forms and supporting statements should be emailed to recruitment@gordonbrock.lewisham.sch.uk 12 noon on Tuesday, 2nd July 2024.

4. Interviews

Interviews will be held on Thursday, 4th July 2024.

5. Appointment

The successful candidates will be appointed from September 2024.

6. Safer Recruitment

Any appointment will be subject to: satisfactory references, medical clearance, right to work in the UK, satisfactory enhanced Disclosure and Barring Service (DBS) clearance and, where applicable an Overseas' Police Check. Our stringent pre-employment checks reflect The Eliot Bank and Gordonbrock Schools Federation commitment to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

The Eliot Bank and Gordonbrock Schools Federation is an equal opportunities employer.





The Eliot Bank and Gordonbrock Schools Federation



Teacher Main Scale Job Description

Reporting to: Head of School

Disclosure Level: Enhanced

Purpose of Job:

To enable children to achieve to the best of their ability through high quality teaching, learning and curriculum provision ^[SEP]

General Duties and Responsibilities

- To fulfil the duties and responsibilities for teachers contained in the Pay and Conditions Act 2017 and detailed in Part XI of the School Teachers Pay and Conditions Document 2017 and the national standards for teachers 2012. These duties are equally binding and form the basic employment conditions for all teaching staff. Copies are available from the Head of School on request.
- Follow all elements of the staff code of conduct.

Whole School

- Promote the aims of the school and implement all whole school policies proactively.
- To show commitment to the school's equal opportunities policy and be proactive in its implementation.
- Build team commitment with colleagues both in the classroom (with TAs and CAs) and outside the classroom (e.g. curriculum teams, phase group).
- Work positively with a wide range of cultural, ethnic and social groups.
- To actively promote and safeguard the welfare of pupils.
- To accept joint responsibility with colleagues for behaviour and the school environment, especially public areas.
- To be a member of a curriculum team taking responsibility (according to experience) for aspects of development .

Teaching and Learning

- Provide children with quality learning experiences delivered through quality teaching. Plan, prepare and deliver lessons based on the federations curriculum framework based on the National Curriculum and Foundation Stage Guidelines.
 - Cater for the wide range of needs ensuring inclusion and success for each child. Take the lead responsibility for managing, coordinating and building on any additional support or interventions for individual children.
 - Track pupil progression (individuals and groups) using available data, actively engaging in pupil class progress reviews. Keep meaningful records and monitor performance against targets.
 - To apply the principles of assessment for learning, in particular giving quality feedback to children and using information gathered to inform planning.
 - Use a range of strategies to ensure that children are focused on learning including behaviour management. Proactively develop children's socialisation skills.
 - Maintain and enhance class environments to facilitate learning.
 - Devise means of ensuring the efficient and responsible use of resources and equipment at all times.
 - Display pupil's work in an attractive, informative and interactive way to promote learning.
-

Colleagues

- To establish and maintain good relationships with colleagues and to model these for the pupils. Be sensitive to colleagues' needs and feelings.
- Plan with and contribute to the work of year group curriculum teams.
- Communicate effectively with class teachers and teaching assistants to ensure all relevant information is shared e.g. assessments, behaviour issues, communication with parents.
- Treat all colleagues equally, and collectively support new team members.

Parents

- To establish and maintain good relationships with parents – being honest and constructive.
- Be available to and welcome parents in a confident and professional way.
- Report to parents in line with whole school policy and National requirements.

School Development

- Actively participate in professional development, keeping up to date with current developments in primary education. To share information and implement improvements.
 - Be active as a learner within the school setting e.g. participating in peer coaching and CPD opportunities and acting on advice given.
 - Participate in the appraisal of your performance and that of other staff.
 - Be part of a school improvement team and with support from a team leader contribute to the team in its delivery of its School Improvement Plan.
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation, may be changed by the Management to reflect the changing needs of the school which are commensurate with the salary and job title.

This job description is subject to review as and when appropriate.

May 2018





The Eliot Bank and Gordonbrock Schools Federation



Teacher Main Scale

Person Specification

Reporting to: Head of School

Disclosure Level: Enhanced

Notes to Candidates:

The person specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advertisement and will also be used in the short listing and interviewing process for the post. Those categories marked 'S' will be used especially for the purposes of short listing. Only those applicants who meet these requirements will be short-listed.

Education and Qualifications

- Education to degree level. S
- Qualified teacher status. S

Experience

- Suitable for NQT or person with some teaching experience. S

Knowledge and Understanding

Thorough knowledge and understanding of:

- excellent primary practice S
- the requirements of primary curriculum and of how standards can be raised S
- equal opportunities issues and the implementation of equal opportunities policy S
- inclusion and how this impacts on children
- high expectations of pupils' in terms of educational outcomes and their behaviour

Skills and Abilities

Candidates will be expected to demonstrate the ability to:

- be a highly effective class teacher understanding how to bring about exciting and meaningful learning. i.e. judged as at least 'good' in final teaching practice or in recent observations S
- raise the standards of pupils' attainment and secure progress towards their targets S
- think creatively and problem solve within a growth mindset framework S
- track progression and organise and implement a range of strategies to ensure a child makes progress
- communicate effectively and accurately in a variety of contexts and at the level necessary for the post
- deal with children with warmth, care and understanding and yet set clear and appropriate boundaries for behaviour
- motivate, work with and relate positively to colleagues and parents and visiting professionals S
- work positively with a wide range of cultural, ethnic and social groups
- work effectively as part of a team.
- have excellent ICT skills to support the learning of pupils at the primary level.

Self-Management / Personal Qualities

Candidates will be expected to demonstrate that:

- s/he can maintain a sense of proportion. Plan, organise and prioritise workload. S
- s/he is highly motivated and committed. S
- s/he can use own initiative, set realistic goals, work towards them and monitor progress.
- s/he has the desire to continue learning for themselves. S

Commitments

- Understand the importance of Equal Opportunities as a pivotal policy within the school and be able to demonstrate a commitment to this. S
 - Understand the importance of promoting and safeguarding the welfare of pupils. S
 - Implementing the aims and values of the school.
 - Has a view of education that has as its focus raising achievement within a caring environment S
 - Promoting and managing as appropriate, those policies and initiatives that are part of the school improvement plan.
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