**Grafton Primary School Class Teacher Application Pack**

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LOVE RESILIENCE DIVERSITY KINDNESS EMPOWERMENT CREATIVITY



**Welcome letter from the Head Teacher**

Dear Applicant.

Thank you for taking the time to find out more about our school.

We are a two-form primary school in the heart of Holloway in Islington, North London and serve our diverse community with pride and passion. As a school, we ensure that the whole of the curriculum is taught and where we need to, we adapt that curriculum for those who need it.  We have a big focus on a creative approach to learning and all children over the course of the year will have the opportunity to study at least one topic area in this way supported by a professional artist.

We have a history of high achievement throughout our school and are particularly proud of the progress that children who experience disadvantage, are vulnerable or have learning delay or difficulty make during the time they are with us.

As a teacher at Grafton Primary you will have the opportunity to shape young minds and help children be whatever they want to be within a caring supportive community.

Visits to our school are welcomed and encouraged; I look forward to meeting you.

Yours sincerely,

Andrew Turnock

Head Teacher

**Information about Grafton Primary School**

**Grafton Primary School:**

At Grafton, we are extremely lucky to work with a wonderful community, with brilliant children, with talented staff and with supportive parents and carers.

Located just off both Holloway Road and Seven Sisters Road we are often referred as an oasis within the urban jungle.

We are 2-form primary school, with a 40-place nursery and 2+ provision, set in generous grounds with a large playground, two gardens, science and art room, as well as a dedicated space for both breakfast club and after school club.

We have 420 children currently on role, representing diverse cultural backgrounds and heritages.

50% of our children quality for Pupil Premium, 30% of children are on our SEN Register, our children speak more than 30 different languages and our families originate from more than 30 different countries. Our community is our greatest asset.

Grafton is a dynamic school, full of creativity, where children are fully immersed in their learning.

We believe in high expectation but within a low stakes culture.

Our aim is to create better societies and for our children to be great citizens of our world.

**Advert**

**Class Teacher**

**Salary**: MPS

**Actual salary**:

**Contract**: Full time permanent

**Required for**: September 2025

We are looking to appoint an enthusiastic and highly motivated teacher to join our school team, this post would be suitable for an ECT

We are looking for someone who has:

• A passion for high-quality, inclusive, creative teaching and learning which promotes the highest standards of achievement for all

* Excellent time management, organisation and interpersonal skills
* A knowledge of Safeguarding procedures and an understanding of how to keep children safe
* Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process

We are looking for someone who:

• Wants to make a difference, especially for the most vulnerable children.

• Will work creatively and effectively with the whole school community.

We can offer:

• Support and training

* Staff who are committed to high-quality teaching and learning and an exciting, creative culture where everyone is encouraged to think outside the box
* A school at the heart of its community

Visits to the schools are actively encouraged; please contact the school office to arrange a time.

Salary: MPS

Closing date: Sunday May 11th Midnight 2025

Interviews: From Thursday May 15th 2025

**Grafton *Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check will be required. Also, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to declare.***

***Job Description***

***Class Teacher***

***School: Grafton Primary School***

***Post: Class Teacher***

***Grade: MPS***

***Hours: Full-Time***

***Responsible to: Headteacher***

**PURPOSE OF THE POST**

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school’s policy statements to fulfil the general aims and objectives of the school’s Education Development Plan**.**

**MAIN RESPONSIBILTIES**

**Relationships with children and young people**

* Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
* Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

**Frameworks**

* Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

**Communicating and working with others**

* Communicate effectively with children, young people and colleagues.
* Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
* Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
* Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
* Have a commitment to collaboration and co-operative working where appropriate.

**Personal and professional development**

* Evaluate their performance and be committed to improving their practice through appropriate professional development.
* Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
* Act upon advice and feedback and be open to coaching and mentoring.

**Professional knowledge and understanding**

**Teaching and learning**

* Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

**Assessment and monitoring**

* Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
* Know a range of approaches to assessment, including the importance of formative assessment.
* Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
* Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

**Subjects and curriculum**

* Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
* Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

**Literacy, numeracy and ICT**

* Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

**Achievement and Diversity**

* Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
* Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
* Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
* Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

**Health and well-being**

* Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
* Know the local arrangements concerning the safeguarding of children and young people.
* Know how to identify potential child abuse or neglect and follow safeguarding procedures.
* Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

**Professional skills**

**Planning**

* Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
* Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
* Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

**Teaching**

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a)  use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

(b)  build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress

(c)  develop concepts and processes which enable learners to apply new knowledge, understanding and skills

(d)  adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e)  manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

* Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

**Assessing, monitoring and giving feedback**

* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
* Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

**Reviewing teaching and learning**

* Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
* Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

**Learning environment**

(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

# Person Specification

You must demonstrate on your application form that you meet the following essential criteria.

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| --- | --- | --- |
| **REQUIREMENTS** |  | **ESSENTIAL CRITERIA** |
| **EDUCATION AND EXPERIENCE** | E.1. | Qualified Teacher Status and evidence of appropriate subsequent in-service training. |
| **SKILLS, KNOWLEDGE****AND ABILITIES** | E.3. | Proven successful teaching experience preferably across both the Foundation stage and KS1 and in at least one inner city multi-cultural school. |
| E.4. | Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.  |
| E.5. | Proven experience of high standards of classroom practice and of teaching area of responsibility.  |
| E.6 | **Personal Qualities**Evidence of the personal and intellectual qualities required to set an example to others and to lead a team. |
| E.7 | Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. |
| E.8 | **Commitment to Excellence** Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils. |
| E.9 | **Interpersonal Skills** Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Education Authority and relevant agencies as required. |
| E.10 | **Communications**Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. |
| E.11 | **Educational and Curriculum Matters**An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child. |
| E.12 | Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment. |
| E.13 | Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment. |
| E.14 | A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities. |
| E.15 | Evidence of good general knowledge of the requirements of the National Curriculum**.**  |
| E.16 | **Performance Review**Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review. |
| E.17 | **Record Keeping** Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school. |
| E.18 | **Behaviour and Ethos** Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school. |
| E.19 | **Health and Safety** An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care. |
| E.20 | Ability to form and maintain appropriate relationships and personal boundaries with children and young people. |
| E.21 | Ability to deliver services to customers meeting the school’s standard for customer care. |
| E.22 | A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service. |
| E.23 | A commitment to deliver services with the framework of the school’s equal opportunities policy. |

**How to apply**

**Application Deadline Sunday May 11th Midnight**

**Interviews: Thursday May 15th 2025**

Completed application forms must be received by mid-night

Please note that we only accept online application forms. CVs, hard copy or late applications will not be accepted.

**To apply**

**Contact**

To find out more about the role, please contact our school on 020 72723284

**Completing your application**

Please read the job description and person specification carefully. You should demonstrate on your application how you meet the requirements of the post according to your qualifications, skills, abilities and experiences. Please ensure to address each criteria of the person specification as this will be used to assess your suitability for the post.

Guidance notes on how to apply for a job within schools and the policy on the recruitment employment of ex-offenders are available as attachment within the online job listing. Please refer to those before submitting your application.

**Shortlisting and selection procedure**

The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

The selection process may have a combination of tasks, activities, assessment tools and interview. Further information will be provided to the candidates shortlisted for interview.

Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

**References**

Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.

The post will be offered subject to satisfactory completion of pre-employment checkks.

**Safeguarding children**

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.