

OPOSSUM

Federation

Enriching lives
Unleashing possibilities
Building futures

Workplace: Opossum Federation Contract – recruiting for Dawlish Primary School, Newport School, Oakhill Primary School & Thorpe Hall Primary School

Start Date: January 2027

Outer London - Teachers pay & conditions

Enriching Lives, Unleashing Possibilities, Building Futures: The Opossum Ethos

At Opossum, we believe every child deserves an education that **engages**, **inspires**, and **challenges**, enabling them to reach their **full potential**. Our ethos is built on the foundation that learning should be **empowering**, **inclusive**, and designed to **spark curiosity**. We are committed to creating **safe**, **stimulating** environments where high expectations and independence drive everything we do.

We're not just focused on academic excellence; we are dedicated to developing well-rounded individuals who are **emotionally** and **morally** strong, ready to make a positive impact on the world. Our pupils leave us as **confident**, **highly-educated** members of the community, equipped to contribute with **empathy**, **open-mindedness**, and a deep appreciation for the **diverse communities** we serve.

How We Achieve It

- We raise achievement through **quality-first teaching** that sparks enthusiasm and motivates pupils to reach their highest potential.
- By placing students at the heart of our approach, we ensure they become **confident**, **resilient**, and **reflective independent learners**.
- We offer an innovative curriculum that ensures all children are **literacy** and **numeracy** confident, and develop the essential skills to thrive in an ever-changing world.
- Every child is **valued** in an atmosphere where they feel respected, supported, and part of our school community.

A Family of Schools

The **Opossum Federation** is a dynamic family of schools located in **east London**, within the borough of **Waltham Forest**. Our federation comprises:

- **Dawlish Primary School** (Leyton)
- **Newport School** (Leyton)
- **Oakhill Primary School** (Woodford Green)
- **Thorpe Hall Primary School** (Walthamstow)

In October and November 2024, two of our schools (Newport and Oakhill) were rated **'Outstanding'** in each category by **Ofsted**. Ungraded inspections at Dawlish (April 2023) and Thorpe Hall (December 2022) validated their **'Good'** Ofsted rating, showcasing our commitment to delivering **exceptional** education at all levels. We are proud of our team's **forward-thinking** and **proactive** approach, ensuring that we continuously improve and adapt to the evolving needs of our pupils and communities.

Why Join Us?

A Thriving, Supportive Team: Work with passionate, **forward-thinking** colleagues who share the same goal — ensuring every child's success and well-being.

Subjects are delivered skilfully. Teachers benefit from the support of specialist subject experts who are

passionate about their work. They develop the curriculum and enhance teachers' subject knowledge very well. (Ofsted, November 2024)

The school promotes a culture of aspiration with the highest expectations for all pupils. (Ofsted, October 2024)

Pupils, staff and parents and carers are delighted to be a part of the school family. They see it as a warm, caring second home, where everyone is looked after. Staff know the pupils and families well. There is a true spirit of community here. (Ofsted, April 2023)

Respectful, Culturally Aware Pupils: Our pupils are highly respectful, show a deep understanding of other cultures, and exhibit **excellent behaviour**.

Starting in the nurturing early years environment, behaviour is exceptional (Ofsted, November 2024)

Pupils' behaviour is exemplary. They are kind, responsible and considerate, demonstrating high levels of self-control. (Ofsted, October 2024)

They value the extensive range of leadership posts they can apply for, such as being prefects, school councillors and librarians. Leaders are committed to making sure that every pupil has access to the visits, visitors, clubs and events that are available. (Ofsted, December 2022)

Leadership Excellence: Be part of a team led by **experienced**, **proactive**, and **supportive leaders** who are dedicated to your growth and success.

The school's vision of 'enriching lives, unleashing possibilities and building futures' is fully realised. (Ofsted, November 2024)

Leaders, including the governing body, have established an ambitious culture that places pupils' learning at the heart of everything that the school does (Ofsted, October 2024)

Dedicated, caring leaders and staff collectively share a commitment to excellence. (Ofsted, October 2024)

Outstanding Standards: Two of our schools are **rated 'Outstanding'** by Ofsted and two are **rated 'Good'**, underscoring our commitment to excellence in education.

Pupils' personal development is of exceptional quality. By Year 6, pupils are confident, mature individuals who are curious, knowledgeable and well-equipped to function effectively in society. (Ofsted, November 2024)

The curriculum is broad and highly ambitious. It helps pupils to deepen their knowledge and understanding. The wider curriculum provides many opportunities for pupils to develop as independent, confident and successful learners. As a result, pupils are exceptionally well prepared for the next stage of their education. (Ofsted, October 2024)

Leaders have developed an ambitious curriculum for pupils. They have thought about the knowledge and skills pupils need to know and when (Ofsted, April 2023)

A love of reading permeates across the whole school. All staff read to pupils daily during story times (Ofsted, December 2022)

Work-Life Balance: We offer a healthy **work-life balance**, ensuring that our staff can thrive both personally and professionally.

The school collaborates well with other primary schools. Staff are highly appreciative of the significant reduction in workload this brings (Ofsted, November 2024)

They (staff) appreciate how the school supports their well-being. (Ofsted, October 2024)

Staff said that leaders are approachable and helpful. They spoke highly of the consideration leaders show for their well-being. Staff enjoy collaborating with colleagues across the federation of schools. This reduces their workload and supports their professional learning. (Ofsted, April 2023)

Professional Growth: Our tailored **CPD programme** ensures that staff are supported in their career development and given the tools to succeed.

Comprehensive Induction Programme: New staff benefit from a structured, supportive induction to help you settle in and succeed from day one.

Staff welcome the many professional development opportunities that enable them to advance their role, knowledge and skills. (Ofsted, November 2024)

Staff take pride in working here and value the extensive training provided for them. They appreciate how the school supports their well-being. (Ofsted, October 2024)

Leaders make good use of professionals from outside agencies to provide training for staff. This helps staff to provide bespoke support for pupils with complex and specific needs. (Ofsted, December 2022)

Well-Resourced Schools: Our schools are equipped with **modern resources**, including **staff laptops/Chromebooks**, and we integrate **Google for Education** to enhance teaching and learning.

Staff Culture and Feedback: We are committed to creating an environment where our staff feel valued, supported, and empowered to deliver the best outcomes for our pupils.

Feedback from our current team reflects this commitment.

A colleague at **Dawlish** recently noted: *"I feel consistently supported, challenged and developed in my work and am positive about the impact our school/federation collectively makes for pupils."*

Similarly, a member of the **Oakhill** team highlighted the collaborative nature of our smaller school environment: *"The community spirit has been welcoming and I have appreciated the value of working in a smaller school where there is a big sense of support for each other amongst the staff. The school's values and ethos are clearly represented by the whole team."*

Across the federation, we pride ourselves on maintaining a dedicated, professional, and supportive workplace culture.

ECT's: We offer the **two-year ECTE programme** for Early Career Teachers (ECTs), facilitated by **UCL,** in collaboration with **Harris Institute of Teaching** and the **Redbridge Education Partnership**. This in-depth support and mentorship programme is designed to ensure ECTs flourish and develop into confident, highly effective educators.

Applications

To download an application pack, please visit any of the Opossum Federation school websites. Please submit all completed applications to Chloe at hr@opossumed.org

Dawlish Primary School https://www.dawlishprimary.co.uk/
Newport School https://www.newport.waltham.sch.uk/
Oakhill Primary School https://www.oakhillschool.org.uk/
Thorpe Hall Primary School https://www.thorpehallprimary.com/

Only applications submitted on the school's application form will be considered.

Safeguarding Statement

Our federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments are subject to pre-employment checks, including an enhanced DBS clearance and satisfactory references. Candidates are required to submit a self – disclosure form with their application.

The school is registered in accordance with the UK General Data Protection Regulation UK (GDPR) and the Data Protection Act 2018 (DPA 2018)
The school is required to share some of the data with the Local Authority and with the DfE.

Closing date for applications - 15th November 2026
Interviews – 23rd November 2026

JOB DESCRIPTION

As a class teacher, you will be expected to:

Teaching

- Plan, prepare and teach lessons;
- Assess and record learning carried out by pupils;
- Evaluate attainment and progression of pupils;
- Support school behavioural policies encouraging reinforcement of positive behaviour.

General

- Develop supportive relationships with pupils;
- Communicate and consult with parents of pupils;
- Liaise with school staff, parents and other professionals to support pupils learning;
- Participate in meetings as deemed necessary;
- Provide oral and written assessments, reports and references relating to individual pupils as required;
- Plan as part of a year group, contributing ideas and sharing resources with colleagues;
- Lead assemblies occasionally, taking turns on the school rota, and to prepare class/year group contributions to open assemblies and performances for parents;
- Participate in teacher appraisal procedures;
- Keep professional skills up to date and maintain a personal professional development file as a record of ongoing training;
- Evaluate externally provided training attended and to feedback useful information to aid school development;
- Promote the safeguarding and health and of the whole school community when on school premises or when engaged in school activities elsewhere;
- Inform the Head of School or Designated Safeguarding Lead of any concerns about any of the children in your care;
- Support and implement the aims of the Opossum Federation.
- The job description and allocation of particular responsibilities may be amended from time to time.

PERSON SPECIFICATION

N.B. All criteria are essential unless marked D (desirable)

Qualifications

Qualified Teacher Status

Experience

Relevant teaching experience – Primary and/or Early Years

Commitments

- A commitment to creating a learning environment which provides equal opportunities for all
- A commitment to providing inclusive education
- A commitment to parental partnership in the learning process
- A commitment to teaching through first-hand experiences and problem solving
- A commitment to working within a multicultural environment
- A commitment to individualised learning

Knowledge/Relevant experience

- An understanding of the different ways in which pupils learn
- An understanding of a variety of teaching styles
- An understanding of the responsibility of the class teacher with regard to the health and safety of

pupils in their care
- An understanding of a variety of ways in which pupils might be considered to have special educational needs

Skills
- Evidence of the ability to communicate clearly, both orally and in written form
- Evidence of the ability to plan/organise and monitor the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs
- Evidence of an ability and willingness to work cooperatively with colleagues, outside agencies and parents
- Evidence of the ability to lead pupils towards self-discipline, of setting boundaries and ensuring pupils observe these
- Evidence of the ability to effectively assess pupils' educational progress