Class Teacher

Candidate Information Pack

A place of learning,
laughter and friendship

www.thomasbuxton.towerhamlets.sch.uk

Thomas Buxton
Primary School
Learning Together

welcome

A very warm welcome to Thomas Buxton Primary School.

Thank you for your interest in the post of Class Teacher at Thomas Buxton.

These are extraordinary times and it is helpful to find out as much about a school as you can before making an application. I encourage you to make the most of our school website; it really does reflect the ethos and spirit of our wonderful school community.

Firstly, we have the best children in all of London! They are keen to learn, well behaved and they really enjoy coming to school. Our parents and carers value education and support the school brilliantly. We are a happy, successful and forward-thinking school community set in the heart of Whitechapel. Using the local area and amazing locations in central London is important to us in bringing the curriculum to life and making learning meaningful to children.

If you are successfully appointed, we offer you a commitment to your professional development as part of a dynamic team. Clear systems and structures ensure that there is transparency and good communication throughout the school.

Our school motto is “Learning Together” and it is expected that we all demonstrate this, whatever our role in school. Tower Hamlets is a supportive and inclusive Local Authority; and is a great place to work. Strong networks between schools (informally and formally through the E1 Schools Partnership) mean that there is a strong sense of identity and loyalty to the children and community we serve.

On our school website, you will find other key information about the school - the prospectus, school improvement plan and teaching and learning policy - which will give a broader picture of who we are and if we are the right place for you. We look forward to receiving your application.

Lorraine Flanagan
Headteacher

Contact details

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www.thomasbuxton.
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our vision and values

our values explained

contribute

respect

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils their potential.

Teamwork Our collective culture ensures children, families and staff work and learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.

enjoy

aspire

enquire

team work

job description

Post title:	Class Teacher EY, KS1 and KS2
Grade:	Inner London Pay Scale M1-M6 or UPR
Responsible to:	Phase Leader/Senior Leadership Team
Staff supervised:	N/A
Responsible for:	The delivery of high quality teaching and learning.

Job purpose

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document, subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language.
- To be committed to and actively promote the school's equal opportunities policy.
- To uphold the school's principles, vision and ethos through the implementation of policies which underpin good practice and ensure the safety and wellbeing of all.

Safeguarding children

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

job description

Main expectations of the role

- To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo and the Inclusion Team.
- To provide children with opportunities to manage their own learning and become independent learners.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
- To work with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work or to deliver the curriculum in line with EYFS guidance.
- To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
- To liaise with support staff both school based, from the LA & from other external bodies as required.

job description

Main expectations of the role continued

- To take responsibility for the management of other adults in the classroom.
- To engage fully with all opportunities for continuous professional development through self-directed reading, courses and in-service training
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school .

Performance management

Performance management will be based on the responsibilities listed above and judgements will be made against these as part of the school's performance management cycle and against the Teaching Standards. In addition, the following standards will be considered where there is an application to progress through the threshold and onto UPR2 and UPR3.

Knowledge and understanding

Demonstrate a thorough and up-to-date knowledge of the curriculum and effective teaching and learning strategies.

Teaching and assessment

- Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.
- Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPR1 and above, the majority of your lessons are at least 'good' or better.
- Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.

- At UPR3 level:
  - ⇒ Make a distinctive contribution to raising pupil standards (ref STRB).

Pupil progress

Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally (this should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken).

Wider professional effectiveness

- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- Make an active contribution to the policies and aspirations of the school.
- At UPR2 level:
  - ⇒ seek to share your expertise with colleagues (ref AESOPP).
- At UPR3 level:
  - ⇒ take advantage of appropriate opportunities for professional development;
  - ⇒ use professional development effectively to improve pupils' learning;
  - ⇒ contribute effectively to the work of the wider team; and
  - ⇒ play a critical role in the life of the school (ref STRB).

job description

Professional characteristics

Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

- **inspiring trust and confidence;**
- **building team commitment;**
- **engaging and motivating pupils;**
- **analytical thinking; and**
- **taking positive action to improve the quality of pupils' learning.**
- **At UPR3 level:**
  - ⇒ **provide a role model for teaching and learning (ref STRB).**

Conditions of service

Equal opportunity

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

Safeguarding children

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

- In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at https://www.gov.uk/government/publications/dbs-code-of-practice.
- As an organisation which uses the Disclosure and Barring service, the Governing Board of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.

- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.

- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.

- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Please view our Safeguarding Policy which is available on our school website: https://.thomasbuxton.towerhamlets.sch.uk/policies/safeguarding

Please view the following policies on our school website:

https://www.thomasbuxton.towerhamlets.sch.uk/vacancies

TBP LBTH Recruitment and Selection Standards 2025

TBP Safer Care and Professional code of Conduct 2025

TBP Combined IG Policy 2025

Job description agreement

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

The post holder will be line managed and performance managed by the Phase Leader/Senior Leadership Team.

The above job description was agreed on .....
This job description will be reviewed regularly and may be subject to change with appropriate consultation.

..... Signed by Post holder

..... Signed by Headteacher

Thames Ditton
Primary School

person specification

We seek a person who communicates enthusiasm, drive, determination and a sense of humour in order to inspire and motivate children. Please construct your personal statement to show evidence of:

Criteria	Qualities	Essential	Desirable
Qualifications and training	• Qualified teacher status.	Y	
	• Qualification from further study.		Y
Experience	• Primary school experience.	Y	
	• Experience of working in relevant phase: Early Years, Key	Y	
	• Evidence of professional development.	Y	
	• Experience of working successfully and co-operatively		Y
Skills, knowledge and understanding	• 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.	Y	
	• Ability to create a happy, stimulating and effective learning environment.	Y	
	• An outstanding practitioner with high expectations of pupil's achievement and behaviour		Y
	• Proven ability to inspire, lead and motivate		Y
	• Successful experience of teaching across the Primary age range.		Y
	• Ability to promote the school's aims and ethos.	Y	

person specification

Criteria	Qualities	Essential	Desirable
Skills, knowledge and understanding	• Develop good personal relationships within a team.	Y	
	• Establish and develop positive relationships with parents, governors and the community.	Y	
	• Able to lead the school in developing an area of the curriculum.		Y
	• Communicate effectively (both orally and in writing) to a variety of audiences.	Y	
	• Understand and comply with current safeguarding children procedures.	Y	
	• Ability to be proactive and initiate action.		Y
	• Understand what is meant by safeguarding and the different way in which children can be harmed.	Y	
	• A commitment to promoting Equal Opportunities.	Y	
	• Experience of teaching in schools within a wide range of ethnic, social and religious communities.	Y	
	• Experiences of interrogating pupil progress data.		Y
	• Understanding of statutory and other pedagogical frameworks relating to teaching and assessment, such as Assessment for Learning (AfL).		Y

about our school

Thomas Buxton Primary School

Thomas Buxton Primary School opened on 26th April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School. The school is a larger than average, 2 form-entry, community maintained school with up to 480 pupils on roll. Children are aged from 3-11 years old. The school is in a single-storey building with spacious, well- resourced outdoor areas for play and learning.

We are situated in Whitechapel, within the London Borough of Tower Hamlets, an area of considerable socio-economic contrasts. It is a diverse and vibrant area with good access to all that the capital has to offer. We take full advantage of the facilities and experiences both locally and in central London to enrich the children's learning. We are close to green spaces Allen Gardens and Weavers Fields, and right next door to Spitalfields City Farm - which offers children the opportunity to experience rural and city life simultaneously. The school is also within walking distance of cultural centres, the Whitechapel Art Gallery, Bethnal Green Museum of Childhood and the Rich Mix Cinema and Arts complex – and we are regular visitors to all.

The ongoing development in the immediate vicinity of the school is juxtaposed against; the wealth of the City, the traditional food services on Brick Lane and the new energy of the modern media industry spreading out from Shoreditch.

application and selection process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

Complete your application form and personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date.

Provide two professional references, one of whom must be your current Headteacher/employer.

Return completed applications to Oseme Boucher, School Business Manager, via email: recruitment@thomasbuxton.towerhamlets.sch.uk

Key dates

- Closing date for applications: Friday 24th April 2026 9.00am
- School visits on 14/15/16 and 21st April 2026 9.15am or 2.00pm
- Interviews will be held in school on: Wednesday 29th April 2026
- All applications will be acknowledged.

Further information

Please see the school website

www.thomasbuxton.towerhamlets.sch.uk or

please email:

Oseme Boucher (School Business Manager)
Recruitment@thomasbuxton.towerhamlets.sch.uk

how to find us

Thomas Buxton Primary School is located in Whitechapel, London, beside Spitalfields City Farm, and is a short walk from Whitechapel High Street, Bethnal Green Road and Commercial Street.

You can find us on Google Maps or alternatively use Transport for London's Journey Planner to get here.

Google Maps 2022

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create