

The Growth Learning Collective

Federation Class Teacher (Potential Science TLR)
September 2026

Rotherfield Primary School

Welcome and information about the Federation

Dear Applicant,

We are delighted that you are interested in joining the team here at The Growth Learning Collective.

This pack provides some more detailed information and will hopefully give you a good insight into the school's ethos. We are schools working in partnership with each other to deliver the very best education possible for our children.

At The Growth Learning Collective, we need staff who will thrive on a challenge, enjoy working as a team and who will not be scared of trying new ways of doing things. **To be successful here you will need to be passionate about improving the life chances of pupils and their families. For our children, an excellent education will make a defining difference in their lives- and it essential that we recruit staff who share our commitment.**

You will find a friendly and supportive staff, who are committed to improvement and having fun as staff team along the way!

You can expect from us, a school committed to your professional learning, doing things better, a supportive leadership team, and opportunities for your professional growth across our Federation of schools.

We are interested in a Class Teacher who wishes to join our staff team with the possibility of a Science TLR for the right candidate.

We are happy to talk to any candidates or show you around - please reach out via the school office.

Yours sincerely,

Paul Thomas, Executive Headteacher

Nia Silverwood, Head of School at Rotherfield Primary School



The Growth Learning Collective

Introduction

The Growth Learning Collective is the federation of Newington Green Primary School and Rotherfield Primary School, two thriving community schools in Islington. After five years of close collaboration, the governing boards of both schools voted unanimously to federate in July 2022, creating a unified leadership and governance structure that strengthens educational outcomes and community engagement.

Our federation is built on a shared belief: by working together, we can achieve more than we ever could alone. This partnership allows us to share expertise, pool resources, and deliver a rich, inclusive curriculum tailored to the needs of our diverse learners.

Executive Headteacher Paul Thomas explains:

“We are passionate about improving the life chances of all pupils, giving them the best opportunities to be ambitious. The Growth Learning Collective is a place where children flourish, the community feel a sense of pride and belonging, and where staff thrive.”

Federation Benefits

The Growth Learning Collective offers a range of benefits for pupils, staff, and the wider community:

Shared Expertise: Staff across both schools collaborate to share best practices, specialist knowledge, and innovative teaching strategies.

Professional Development: Teachers and support staff benefit from joint training opportunities, mentoring, and career progression pathways.

Curriculum Enrichment: Pupils enjoy a broader range of learning experiences, including joint projects, trips, and enrichment activities.

Leadership Strength: A unified leadership team ensures consistent standards, strategic planning, and a clear vision across both schools.

Resource Efficiency: Shared resources and services allow for more effective use of funding, facilities, and support systems.

Community Impact: The federation strengthens ties with families and local organisations, creating a more connected and supportive community.

Our Federation

Each school retains its unique identity while benefiting from shared leadership, professional development, and strategic planning. The federation is led by an Executive Headteacher and a Federated Governing Board, which oversees both schools.

Our core aims:

Deliver a **rich and well-balanced curriculum** with enriching experiences.

Ensure **high outcomes for all pupils**, regardless of background.

Meet children's **individual needs through a nurturing ethos**.

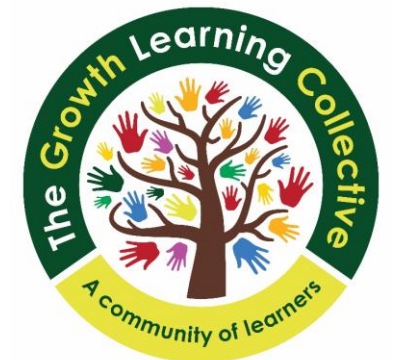
Maintain a **safe, inclusive, and happy learning environment**.

Recent achievements include:

Newington Green Primary School rated *Outstanding* across all categories by Ofsted July 2024.

Rotherfield Primary School 2024-2025 recognised as one of Islington's *most improved schools*, with a 22% increase in Year 6 performance.

Together, we are committed to continuous improvement, professional growth, and creating opportunities that empower every child to thrive.



Rotherfield Primary School

<http://www.rotherfieldprimaryschool.co.uk/>

Rotherfield is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground, we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. The school has refurbished its EYFS playground, all classrooms, and hall spaces and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

The school has approximately 64% free school meals entitlement and over 25 languages spoken as first languages in the homes of its pupils. We run an 'Out and About' programme which means pupils do about 36 visits throughout their schooling with us to enhance their wider learning and cultural opportunities (ballet, opera, canoeing, zoo, national museums etc)

We were rated good at our last inspection and are working hard to continuously improve. Rotherfield has an established partnership with another Islington School (Newington Green). The Governing Board Federated in July 2022, following 5 years of working together. Our Executive Head works across both schools, and we work closely in partnership with 21 other Islington Schools through a collaborative network called Futurezone. We love working together to improve things for our children!

<http://futurezone.org.uk/>

We have the following staff working across both schools: Music Specialist, Premises Manager, Spanish Specialist, Business Manager, Executive Head, Head Chef, Data Officer, HR officer, Finance Officer and a Computing Specialist.

We run wrap around care from 7.45am to 6.30pm and have a range of enrichment clubs for pupils to attend.

Our classes have bespoke storage, new furniture and upgraded IT capacity. We have a specialist storage area for teaching resources and staff work area where they can plan and be near resources to select them for lessons. We are also lucky to benefit from a computing space and an art/music studio! We have further plans to develop our playground and children's toilets soon.

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here.



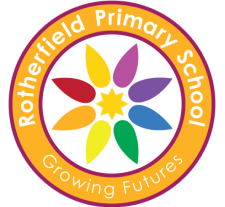
Why do staff work here?

Janet- Both Newington Green and Rotherfield staff member

As part of the Subject Specialist Team, I teach Spanish from Reception to Year 6 across the partnership. Teaching every child in two schools every week requires a lot of energy and meticulous organisation, but I love the variety this mode offers, delivering my subject across the age range, adapting language and activities to each cognitive stage.

As a subject specialist, I'm expected to design and deliver a creative curriculum which complements and enriches that of each main school. I'm supported in this by research-led teaching and learning CPD and we're encouraged to challenge our thinking and practice. The buildings and outside spaces in each school have very distinct architectural styles but both have been modernised to create great spaces in which to teach and learn.

When I started the role, I was struck by the children's growth mindset. I love working with such enthusiastic learners. They amaze me every day!



Federation Class Teacher (M3-UPS3)

We are looking for a **Class Teacher (non ECT)** to join us at The Growth Learning Collective based at Rotherfield Primary School.

The role of Class Teacher will have a major impact on the children's lives through delivering high quality teaching and learning. We are looking for someone who:

- Understands how to break learning down into manageable chunks, and be adaptable and flexible to meet children's needs
- Is committed to improving children's lives through education - and shows resilience and commitment to this challenge
- Has a commitment to professional growth- wanting to do things better all the time
- Has compassion for our children, some of whom have real challenges in their lives (domestic violence, poverty, parental mental health needs)

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

- Salary: MPS 3-6, UPS (£44,238– £62,496) depending on experience and the possibility of a Science TLR for the right candidate. Inner London.

This advert will close 12 midnight Sunday 17th May 2026. Candidates who wish to visit, we can host visits before and after shortlisting. Please contact Nia, via the school office.

Interviews – Thursday 21st May, however on receipt of applications we may invite candidates to interview sooner. These will take place here at the school.

Our community is rich in culture, heritage and diversity, and we want our team to reflect that. We encourage applications from candidates of all backgrounds, identities and experiences. If you share our values and want to make a positive impact, we would love to hear from you.

The Growth Learning Collective ensures safeguarding is a priority, as such this post is subject to enhanced DBS, online checks and other safeguarding clearances.

Federation Class Teacher JD

MAIN RESPONSIBILITIES

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.

Federation Class Teacher JD cont.

MAIN RESPONSIBILITIES

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.

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.

Literacy, numeracy and ICT

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

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.

Federation Class Teacher JD cont.

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.

Federation Class Teacher JD cont.

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.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

1. To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
1. At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Personal specification

ESSENTIAL CRITERIA

Qualified Teacher Status and evidence of appropriate subsequent in-service training.

Proven successful teaching experience in at least one inner city multi-cultural school.

Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.

Proven experience of high standards of classroom practice and of teaching area of responsibility.

Personal Qualities

Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.

Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.

Commitment to Excellence

Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

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.

Communications

Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

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.

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.

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.

Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.

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.

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.

Evidence of good general knowledge of the requirements of the National Curriculum.

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.

Health and Safety

An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.

Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

Ability to deliver services to customers meeting the school's standard for customer care.

A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.

A commitment to deliver services with the framework of the school's equal opportunities policy.

How to apply

Application Deadline

This advert will close midday on 12 midnight Sunday 17th May 2026. Candidates who wish to visit, we can host visits before and after shortlisting. Please contact Nia, via the school office. For candidates who wish to visit, we can host visits before and after shortlisting. Please contact Haleema (HR Officer), via the school office. A visit is highly encouraged

Interviews – Thursday 21st May 2026, however on receipt of applications we may invite candidates to interview sooner.

To apply:

Please apply online at [Islington Council](#) or [DfE jobs](#).

Our community is rich in culture, heritage and diversity, and we want our team to reflect that. We encourage applications from candidates of all backgrounds, identities and experiences. If you share our values and want to make a positive impact, we would love to hear from you.

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.

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

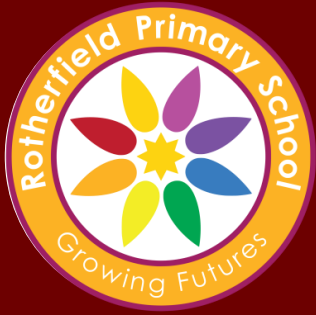
Candidates are advised that references will be taken up during the shortlisting process.

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 checks.

Safeguarding children

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



Address: Rotherfield Street, London, N1 3EE

Tel: 020 7226 6620

Email: admin@rotherfieldprimary.co.uk

Web: [Home](#) | [Rotherfield Primary School London](#)

Executive Headteacher: Paul Thomas

Head of School: Nia Silverwood