Teacher Appointment

Information for Candidates

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hammersmith & fulham

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Dalling Road, Hammersmith, London, W6 0BA

Executive Head Teacher: David Collins
Head of School: Georgina Ross

Telephone: 020 8743 3074
admin@brackenbury.lbhf.sch.uk
www.brackenbury.lbhf.sch.uk

Letter from the Executive Head teacher

March 2026

Dear Candidate,
On behalf of the Staff and Governors, I would like to thank you for the interest you have shown in our advertisement for a new teacher at Brackenbury Primary School.

We intend to appoint a committed, knowledgeable and determined teacher. The successful candidate will have the vision and skills to support school leadership by working as part of the staff team in developing Brackenbury as a school at the centre of our local community.

Brackenbury is a Community School is set in a diverse area. It abuts the leafy streets of "Brackenbury Village", a popular and desirable residential area, as well as some areas of greater deprivation. The area is well served by public transport, and includes the beautiful and much-loved Ravenscourt Park.

Brackenbury is part of a Federation with Kenmont Primary and Wendell Park Primary Schools, both in LBHF. We share an Executive Head teacher and offer staff many opportunities to work with colleagues across our partnership of school and share best practice and undertake joint professional development

You will see from the enclosed pack that ours is a caring, inclusive school and we are looking to appoint someone who will maintain and build on the ethos that has been created. Governors are keen to ensure that our school continues to develop in order to provide the best environment for learning, maximizing opportunities and attainment outcomes for our children.

The school is fortunate to have a committed and experienced Governing Body, supported by a hardworking and dedicated staff, as well as an active Parents Association who raise funds for the school.

I hope that you will decide to apply and, if this is the case, please include with your completed application form your supporting statement, which should relate closely to the personal specification as well as identifying your vision for primary teaching. The completed form should be emailed to admin@brackenbury.lbhf.sch.uk.

We look forward to receiving your application and thank you once again for your interest.

Yours sincerely,

D Collins

Executive Head Teacher

Brackenbury Primary School is a successful, vibrant and popular two-form entry school in Hammersmith, near Ravenscourt Park. We are a happy, inclusive school, which is firmly committed to raising standards of achievement. The community we serve is culturally and socially diverse, and the school is fully reflective of that diversity. We were graded ''Good' by OFSTED in December 2022

We are looking for someone who can support our vision, where we "*nurture ambition and develop lifelong learners who have the confidence and skills to be happy and successful in an ever-changing world. Our children learn to respect themselves, each other, and the wider community*."

Governors are looking for someone who:

- Has relevant experience of teaching in KS1 and or KS2.
- Is an inclusive and inspiring teacher with a strong record of improving rates of progress
- is ambitious and energetic and can ensure high quality provision
- Has excellent interpersonal skills and qualities that motivate children
- Is a committed, adaptable team player with excellent communication and organisational skills
- Will be accountable for raising standards and securing high quality provision.

We can offer:

- A creative environment which welcomes innovation and new ideas
- enthusiastic, friendly children with a love of learning
- The opportunity to work in an 'good' school alongside an enthusiastic and supportive team of teachers and support staff, well behaved children, a dedicated governing body and friendly parents
- A supportive CPD programme that includes regular coaching to support and develop your teaching.

Brackenbury is a large, vibrant, welcoming school in the borough of Hammersmith and Fulham.

'At Brackenbury we nurture the desire and ability to learn so that all our children have the confidence and skills to be happy and successful in an ever-changing world. Our children learn understanding and respect for each other and the community we live in.'

'A positive, respectful and hardworking ethos underpins everything in this school community. Pupils enjoy coming to school. Parents and carers confirm this. Pupils respond positively to the high expectations staff have for the way they behave and learn. Parents value the commitment of leaders and staff in helping their children to succeed.'

Ofsted 2022

Brackenbury Primary School - Data	
Type of school	Maintained Primary School
Age range	3-11
Location	Dalling Road, Hammersmith W6 0BA
Denomination	Non denominational
Co-educational or single sex	Mixed
Budget	Budget of approx. £2.1M. Budget in balance.
Number of children on roll	305
Average class size	Average class size 25 Max class size 30.
Date school established	1879
% children entitled to pupil premium	34%
% children with EAL	46%
EYFS 2025 - % of children with GLD	80%
KS1 Phonics results 2025 - % of pupils who met the standard	87%
KS2 results 2025 Key ES = Expected Standard GDS = Greater Depth	Combined RWM 77% ES 19% GDS Reading 91% ES 40% GDS Writing 85% ES 29% GDS Maths 84% ES 23% GDS

Class Teacher

Job Description and Personal Specification

Job Purpose

To carry out the professional duties of a teacher as circumstance may require and in accordance with the school's policies having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, under the direction of the Head of School. To provide an effective education meeting the needs of the children within the school. To ensure teaching is consistently good or better.

Duties and responsibilities

Accountability Context – Class teacher

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- ensure that learning environments are engaging for pupils
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Accountability Context: Subject Leader

To provide professional leadership and management for a subject(s) to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

- Provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objective of the school and the subject
- Ensure high standards of teaching and learning in the subject
- Play a major role in the development of school practice and policy for the subject
- Plan and organise the curriculum throughout the school, establishing how good standards, continuity and progression can be achieved and sustained
- Monitor and evaluate effectiveness of policy, assessment, teaching and learning, curriculum and pupil progress
- Keep schemes of work up-dated, with clear level indicators and markers of progress
- Be aware of planning and classroom practice in the subject throughout the school
- Be pro-active in advising and supporting colleagues in curriculum planning and delivery.
- Identify strengths and development areas, devise annual action plan and evaluate impact of actions taken
- Procure, organise and maintain resources, be responsible for delegated budgets
- Support the school's aims, vision and key priorities, by contributing and responding to school development work, in-service programmes and other professional development opportunities, advising and supporting colleagues as necessary
- Liaise regularly with the Head of School, revising written statements of policy and good practice annually with regard to subject specific needs and developments through effective monitoring, enabling them to make well-informed decisions linked to the school's priorities
- Maintain up to date curriculum file
- Lead Curriculum activities for subject area

Additional areas of responsibility for those teachers paid on the upper pay range (UPR)

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Have extensive knowledge of their subjects/curriculum areas, related pedagogy and assessment
- Provide a critical role in the life of the school / federation
- Be a role model for teaching and learning
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Lead on a substantial and significant aspect of the school e.g. teaching and learning, and pedagogy and curriculum initiatives. Further details can be located within the Federation's Career Stage Expectations Document
- Provide pastoral care as required and being aware of mental health and wellbeing needs
- Provide advice, coaching and mentoring to other teachers in order to help them develop and meet the relevant standards

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Head of School to undertake work of a similar level that is not specified in this job description.

Personal Specification

JOB REQUIREMENTS	ESSENTIAL		DESIRABLE	
PROFESSIONAL QUALIFICATIONS	• Qualified Teacher. • BEd, PGCE, Cert Ed.	**F**	• Evidence of further study.	**F**
PROFESSIONAL EXPERIENCE	• Recent and successful teaching experience within Early Years, Key Stage 1 or 2. • Excellent classroom practitioner. • ICT accomplished.	**F** **R**	• Successful experience in more than one school.	**R/O**
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	• Understanding of what constitutes excellence in education. • Ability to demonstrate theoretical knowledge in excellent and innovative practice.	**F/I** **F/I**		
LEADERSHIP AND MANAGEMENT	• Motivate and inspire pupils, staff, parents, governors and the wider community. • Evidence of working within a professional team successfully. • Set high standards and provide a role model for pupils and staff.	**R** **R/I/F**	• Experience of an OFSTED inspection. • Experience of school self-evaluation.	**F** **F/I/R**
INTERPERSONAL SKILLS	• Excellent communication with Governors, staff, parents and children. • Ability to make decisions. • Able to prioritise, evaluate, plan and organise. • Ability to delegate, motivate, mediate, consult and encourage. • Excellent verbal, written and presentation skills. • Approachable, caring and relates well to children. • Ability to deal sensitively with people and resolve conflicts. • Ability to work under pressure and to deadlines. • Prepared to ask for advice and support where appropriate. • Ability to listen to children	**R/I** **F/I** **F/R** **R/I** **F/I**		

	and respect their opinions. • Demonstrates commitment to on-going personal development.	**O/R** **R/I/O**		
CURRICULUM	• Clear philosophy about how children learn. • Understanding of the teaching and learning requirements across the primary phase. • Can identify characteristics of effective teaching and models of curriculum and assessment. • Has good understanding of special needs at both ends of the spectrum. • Up-to-date knowledge of all aspects of the National Curriculum.	**F/I** **F/I** **I**	• Experience of cross-curricular activities and planning.	**F/I**
GOVERNORS, PARENTS AND COMMUNITY	• Support and encourage parents to participate in the education of their children. • Understand the importance of effective liaison with infant and secondary schools. • Understand the key issues associated with a Primary School.	**I/R** **I**	• Experience of working with other education agencies. • Experience of working with a Governing body.	**F** **F/R**
VISION AND PHILOSOPHY	• A clear personal vision, ethos and direction which supports children's learning. • Ability to value and understand the whole personal development of children. • A clear understanding of the difference between achievement and progress and the importance of both.	**F/I** **I/O**		
SCHOOL SPECIFIC NEEDS	• Has empathy and a strong commitment to the pupil centred ethos. • Has the ability to quickly unite staff, establish and sustain an effective team spirit	**F/I** **F/I**		

Key to where evidence may be found:

F = Application Form. **O** = Observation **I** = Interview **R** = Reference