



Wendell Park Primary School

EY / KS1 / KS2 Teacher Appointment

Information for Candidates

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WENDELL PARK SCHOOL

Cobbold Road, London W12 9LB

www.wendellpark.lbhf.sch.uk

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Executive Head teacher: David Collins

Head of School: Rosemarie Peters

Assistant Head teachers: Jemma Johnson, Josie Quested & Ayan Yusuf

Letter from the Executive Head teacher

April 2026

Dear Candidate,

Wendell Park is a successful, vibrant, friendly school which serves a diverse multi-cultural community and celebrates the richness that this brings to school life.

We are seeking to appoint Early Years, Key stage 1 and Key Stage 2 teachers for September 2026. This is a maternity cover position initially for one year until 31st August 2027.

Staff and Governors work in partnership to provide an inspiring education which challenges and motivates all our children. Families are supportive and have high aspirations for their child's learning and achievements. Children are polite, well behaved and enjoy learning.

We are a supportive staff with a leadership committed to the professional development for all. Wendell Park is part of a Federation with Brackenbury Primary and Kenmont Primary Schools, both in LBHF. We share an Executive Head teacher and offer staff many opportunities to work with colleagues across our federation and share best practice and undertake joint professional development.

We invite applications from candidates who are committed to providing an outstanding education for learners. As a school with a strong focus on equality and diversity, we welcome applications which reflect our school community and its diverse backgrounds.

Applicants should be:

- passionate about ensuring high quality provision
- committed to securing high pupil progress
- able to establish excellent standards of behaviour
- able to challenge and motivate our children
- able to work effectively as part of a team and demonstrate flexibility in their role
- committed to the importance of pupil welfare and well-being
- exhibit excellent interpersonal skills and be able to develop and maintain positive relationships with pupils, staff and parents

Visits to the school prior to application are strongly encouraged, please contact the school office on 020 8743 1372 or admin@wendellpark.lbhf.sch.uk to arrange a visit or an informal discussion with Rosie Peters, Head of School, about the school and the role.

Please note that all applications will be considered upon receipt and interviews may take place prior to closing date. Therefore, an early application is recommended.

For further information and an application pack, please contact the school administrative officer (Sandra Griffin) via email at admin@wendellpark.lbhf.sch.uk or access all documentation on the vacancies page of our [school website](#).

Wendell Park 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 will be requested for the successful candidate in accordance with 'Keeping Children Safe in Education' and 'Safer Recruitment in Education' legislation.

Closing date: Thursday 23rd April 2026 at 9am

Interviews: Week Commencing 27th April 2026

Start date: 1st September 2026

Yours sincerely,



Executive Head teacher

Wendell Park Primary School - Data

Type of school	Maintained Primary School
Age range	3-11
Location	Cobbold Road, Shepherd's Bush W12 9LB
Denomination	Non denominational
Co-educational or single sex	Mixed
Budget	Budget of approx. £2.2M. Budget in balance.
Number of children on roll	397
Average class size	Average class size 26 Max class size 30. Two form entry of up to 60 pupils in each year group
% children entitled to pupil premium	24%
% children with EAL	74%
EYFS 2025 - % of children with GLD	78%
KS1 Phonics 2025 - % of children who met standard	89%
KS2 results 2025 Key ES = Expected Standard GDS = Greater Depth	Combined RWM 76% ES 20% GDS Reading 88% ES 39% GDS Writing 78% ES 22% GDS Maths 88% ES 33% 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	<ul style="list-style-type: none"> Qualified Teacher. BEd, PGCE, Cert Ed. 	F	<ul style="list-style-type: none"> Evidence of further study. 	F
PROFESSIONAL EXPERIENCE	<ul style="list-style-type: none"> Recent and successful teaching experience within Early Years, Key Stage 1 or 2. Excellent classroom practitioner. ICT accomplished. 	F R	<ul style="list-style-type: none"> Successful experience in more than one school. 	R/O
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Understanding of what constitutes excellence in education. Ability to demonstrate theoretical knowledge in excellent and innovative practice. 	F/I F/I		
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Experience of an OFSTED inspection. Experience of school self-evaluation. 	F F/I/R
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> 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		

	<ul style="list-style-type: none"> and respect their opinions. • Demonstrates commitment to on-going personal development. 	<p>O/R</p> <p>R/I/O</p>		
CURRICULUM	<ul style="list-style-type: none"> • 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. 	<p>F/I</p> <p>F/I</p> <p>I</p>	<ul style="list-style-type: none"> • Experience of cross-curricular activities and planning. 	F/I
GOVERNORS, PARENTS AND COMMUNITY	<ul style="list-style-type: none"> • 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. 	<p>I/R</p> <p>I</p>	<ul style="list-style-type: none"> • Experience of working with other education agencies. • Experience of working with a Governing body. 	<p>F</p> <p>F/R</p>
VISION AND PHILOSOPHY	<ul style="list-style-type: none"> • 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. 	<p>F/I</p> <p>I/O</p>		
SCHOOL SPECIFIC NEEDS	<ul style="list-style-type: none"> • 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 	<p>F/I</p> <p>F/I</p>		

Key to where evidence may be found:

F = Application Form.

O = Observation

I = Interview

R = Reference