



**Class Teachers Candidate Information
(vacancies across EYFS,KS1,KS2 and ARP)
Starting in September 2025**



About Us

Childs Hill and Claremont Primary Schools are a federation of two successful primary schools serving the NW2 community.

We have an inclusive and progressive approach to the learning, wellbeing and creativity of every pupil in within our diverse, caring and harmonious schools and ARPs (Additional Resource Provisions for children with an autism diagnosis). Our schools have a strong community ethos and a clear focus on every pupils' development. Everyone in our schools is committed to ensuring that our children feel safe, happy and valued. We ensure they achieve great things and develop a lifelong love of learning. We work hard to provide a rich and varied curriculum to give our children experiences they will remember and benefit from through their lives. Our federation aims to achieve a clear and simple goal. We teach all of our children to understand the importance of learning, be proud of themselves and to empathise with others. We ensure they see the worth and transformative powers of our values.

At the heart of both our schools is our restorative approach to behaviour management where shared values, a caring attitude, good relationships and a sense of belonging are key factors. It is central to who we are and it permeates all areas of school life.

The CHC Values

Excellence

Inclusion

Collaboration

Ambition



About the Elliot Foundation

We are a successful multi-academy trust specialising in the Primary sector. We are building a thriving community of converter and sponsored primary academies, that succeeds on behalf of its children and communities. We will maintain a family of autonomous schools that is uncompromising in its search for excellence as we strive to be the best academy chain in the UK. We have a clear vision, values and goals. The Elliot Foundation was created as a safe place for children and teachers where all are nurtured to achieve beyond even their own expectations. Our motto, "Where children believe they can because teachers know they can" reflects our conviction that raising expectations for all children and teachers is at the heart of a successful and inclusive society. Our values are at the heart of everything we do:

Put children first

- We trust and value your professionalism
- We share the responsibility for the learning and welfare of all of our children
- Our purpose is to improve the lives of children

Be safe

- Don't assume that someone else will do it
- Look after yourself, your colleagues and all children
- We are all responsible for each other's safety and well being
- Discuss any concerns with an appropriate member of staff

Be kind and respect all

- People are allowed to be different, as are you
- Kindness creates the positive environment we all need to flourish
- Kindness and respect should extend to ourselves as well as others

Be open

- If you can see a better way, suggest it
- If someone else suggests a better way to you, consider it
- Nurture innovators and support those who take informed risks in the interests of children

Forgive

- We all make mistakes
- Admit them, learn from them, and move on

Make a difference

- Making the world a better place starts with you
- Model the behaviour you would like to see from others

Welcome from the Headship team

Thanks for taking the time to consider joining Childs Hill and Claremont Primary Federation. I hope you gain a sense of how we approach the education of our wonderful pupils here in NW2. Moreover, I hope you see yourself working with us and adding to our team of committed and talented teachers and support staff.

One of our four values is **collaboration** which stems from one of our four vision statements *it takes a school community to educate a child*. This has never been more true. Our pupils come to us with an incredibly diverse range of backgrounds and needs. In them we see and hear interests, enthusiasm, knowledge and skills. They don't all communicate this in the same way, they don't all learn in the same way, but what they all have is potential. **Inclusion** is another of our values, as is **excellence**, and this is where you come in.

If you believe that a good education is the key to successful futures and that providing it for all pupils is possible, then you will be supported to achieve this aim and rewarded by the outcomes of your work. Fittingly **ambition** is our fourth value and as leaders we hold ambition for our schools, our pupils but also our staff. Educators are superheroes who thrive on challenges but we recognise that they need support and development in acquiring their superpowers. We are a federation where we learn and together everybody is welcome.

If you like the look of what you have seen in these slides we are sure you will love our schools, we hope to hear from you soon.





CHC vision, values and ethos

- Excellence
- Inclusion
- Collaboration
- Ambition
- Every child needs a good education.
- Education should be of the whole child.
- It takes a school community to educate a child.
- Every child has great potential and deserves opportunity



A = Academic ME
B = Being ME
C = Creative ME

NO ONE left outside our curriculum offer



Pathways

Pathways, the Autism Resource Provision (ARP) at Childs Hill Primary School and Claremont Primary School.

For some children with autism, learning in a mainstream environment can be a serious challenge. Education in Pathways offers great flexibility, taking into account each pupil's developmental and emotional stages. Our carefully planned education programme inspires children to achieve their full potential through skilled teaching. This in turn develops confidence, curiosity and independent learning within a safe, supportive and inclusive environment.



Pathway's ARPs enrich the school's ethos because they enable all pupils in our school community to improve their understanding of diversity, differences and issues all children face in everyday life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, visit and work in both of our schools.

As a community we look forward to celebrating the achievements of the children who join us in Pathways. Our school policies promote inclusion and diversity and recognise the impact of ASD on our pupils and their families. The school's policies and development plans reflect our duties under the Disability Discrimination Act and the inclusion framework. Please see our school website for more information and current policy overview.

Curriculum Information

We are inclusive schools that serve a vibrant and culturally diverse community. We have developed our curriculum to deliver our values - every child needs a good education; education should be of the whole child; it takes a community to educate a child and every child has great potential and deserves opportunity.

Our approach to education is guided by our curriculum design, this includes use of widely known strategies including Talk for Writing, White Rose and Read Write Inc. These we have been adapted by leaders, in partnership with teachers in all phases, for our children and our teaching. Large sections of our curriculum have been created and written by our staff. Our commitment to personal development, delivered through our Being Me curriculum, is an important and effective element of our teaching. Our wider Creative Me curriculum covers the remaining subjects and has been written to ensure coverage of the national curriculum whilst having cultural significance and a local community relevance for our pupils.

We teach in exciting and engaging ways with learning beyond the classroom for all ages. Trips and residentials to give children opportunities and experiences throughout their primary school experience.

We are supported by sports coaches and musicians this means that all areas of the curriculum are delivered to a high standard and teachers get PPA covered effectively.

Senior and subject leadership is a strength and we retain a focus on the development of our teaching and learning. Evidence based research is the basis of our ongoing professional development for staff.



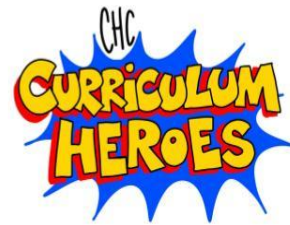
Immersion and engagement

Since our two school federated, providing us with the perfect opportunity to review our curriculum, we have constructed a 'blocked' model for the teaching of our Creative Me curriculum.

Curriculum Overview 2024-2025

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Art The wonderful world of Art Experiences with colour materials and techniques.	RE Holidays and celebrations Easter & Christmas Eggs and trees	Geography History of the world London, England & UK roads	History Living memories, me and my family - Toys (CCO)	Science Plants Cooking and growing	DT Cooking and baking community picnic (CCO)
Secondary Subject	Science /Art Them bones Skeletons & collage	D&T Moving coordination cards (Lever and sliders) (CCO)	History Unclewold New and Then all about the train	Geography Homes and houses around the world (CCO)	Art The Four Seasons Techniques with paint	RE Food in our religions (CCO)
Year 2	Geography The World A Journey to Brazil UK and South America	RE Saddles Christmas, Eid, Hanukkah Vesak (CCO)	History UK Kings Great life of London Our city then and now	The Impressionists Colour and collage inc. Monet - artist study	Science Plants Growing up!	DT Construction Design, material and construction Free-standing structures - local playground design
Secondary Subject	D&T Mechanisms Carnival Time is Here! Carnival Party (Jellyfish and axes)	Art Divali Divas City modelling	Geography UK study London on the River UK maple case	History Significant people Women who changed the world	RE Religion related Six faith and case- environment	History Local history UK, up and down, flight
Year 3	History Invaders and Settlers The Roman Empire & Anglo-Saxons	Geography Great Britain UK and Spain, agriculture and food (CCO)	History Invaders and Settlers The Vikings	RE Islam, Christianity & Hindu Haram (CCO)	DT Mechanisms and Invention Moving books and toys Design, make and evaluate	Art The Surrealist movement and post war art Sculpture
Secondary Subject	RE Jabloni stories and habits Habitat cards local and where do we come from?	DT Cooking and Nutrition Healthy recipes local and recipes, where do we come from?	Art Portraits Line drawings and four faces sketching & Articolle	Geography Local and UK studies Land and sea Local history (The Iron Age) (CCO)	Science Forces and magnet	Geography UK and European studies contemporary representations (CCO)
Year 4	History Ancient civilisations The Ancient Greeks	Science States of matter	DT Textiles Knitting and Sewing Traditional crafts (CCO)	Geography UK and Europe Physical geography and natural features UK and Ireland	History UK and European modern history WW2 - The Battle of Britain (CCO)	Art Artist study Henry Moore Drawing techniques - pencils, charcoal and pastels

Pupils are immersed in the knowledge, skills, vocabulary and creative opportunities of a primary subject for a half term block. In order to ensure prior learning is revisited each primary subject is paired with a half termly secondary subject. The outcome is that we find our pupils know and remember more. The understand individual subject concepts better, gain more subject knowledge and develop cross curricular links in their learning. Giving longer to blocks of learning of one subject has really worked for our pupils and we are proud of the results.



We understand the importance of teaching children transferable skills that each pupil is able to apply in a range of contexts as they progress through the Key Stages.

That is why we have introduced CHC Curriculum Heroes that introduce skills taught in all subjects in primary school. Each character has a list of skills, which relate to their subject, that teachers cover in their lessons across the year. These heroes are often used to explain the relevance of our Learning Intentions and you can see them on slides, around classrooms and in books.

Having these Curriculum Heroes makes learning more enjoyable and introducing them in lessons helps learners understand what skills are being taught in lessons, evaluate their own learning and apply these skills to their independent work.

Class Teacher Job Description & Person Specification

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The post holder is accountable to the Executive Headteacher and Head of School. This post will be supported by the Executive head, Head of School and/or other members of the headship team.

Purpose of the job

- Ensure that pupils become confident and successful learners.
- To provide a stimulating education which develops and celebrates all our pupils abilities.
- Be responsible for the education and welfare of the children in your class, working collaboratively with other teachers and teaching assistants with whom you work.
- Carry out the professional duties of a teacher plus any other duties that can be reasonably asked under the direction of the Executive Headteacher, Head of School and/or other members of the headship team.

Teaching Duties

- To ensure delivery of a broad, balanced and creative curriculum that follows school, local and national policies.
- To adhere to the school's philosophy in the planning, teaching and evaluation of learning.
- To manage the organisation of your classroom and the time allotted to each of the curriculum areas as set out by the National Curriculum.
- To have particular regard to the individual needs of each child in your care and offer the appropriate support.
- To maintain appropriate records in line with school policies.
- To work as part of a team, contributing to staff meetings, curriculum team meetings and phase planning meetings.
- To communicate with parents/visitors/teaching assistants/supply teachers to give guidance on work to be undertaken.
- To manage a safe environment within which a child can learn.
- To seek appropriate n-service training.
- To prepare records of and reports on the personal and social needs of the pupils in your care.
- To alert subject leaders of needs and problems which arise, and to contribute to school policy developments.

Leadership and Management Responsibilities

- To assist the Executive Headteacher & Head of School in the establishment and maintenance of good relationships through sound communication and consultation procedures with the whole school community.

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- To be involved with and/or have responsibility for coordinating at least one area of the curriculum in the school. **(Not applicable to ECTs)**
- To assist the Executive Headteacher & Head of School in monitoring the delivery of the curriculum and standards of attainment across the national curriculum.
- To take an active part in performance management according to the procedures identified in our school policies.
- To share with the Executive Headteacher & Head of School the responsibility for the maintenance of the agreed standards of conduct and behaviour in the school for both children and adults.
- To assist the Executive Headteacher & Head of School in the establishment and maintenance of good relationships through sound communication and consultation procedures with the whole school community.
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Subject Leadership Responsibilities (Not applicable to ECTs)

- To support and disseminate the most effective teaching approaches in your subject area or area of responsibility
- To analyse and interpret relevant school, local and national data and advise the Executive Headteacher & Head of School on the level of resources required to maximise achievement
- To organise resources to ensure that staff are aware of the availability, location and correct and safe use of resources.
- To carry out an audit to identify areas for expenditure. Purchase new equipment to support the planning and delivery of the curriculum.
- To monitor standards and pupil progress through lesson observations, sampling and moderation.
- To attend coordinator meetings to keep up-to-date with recent developments.
- To seek appropriate personal in-service training to develop an understanding/subject knowledge of the curriculum.
- Liaise with Trust, Advisory or other external agencies with a view to discussing professional development and curriculum input.

Person Specification

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Requirements	Essential	Desirable
Qualifications & career development	<ul style="list-style-type: none"> • Qualified teacher status (ECTs welcome) • A relevant degree or equivalent 	Evidence of further professional development and/or studies
Experience	<ul style="list-style-type: none"> • Have knowledge and understanding of the National Curriculum • Have knowledge of effective teaching strategies to meet the needs of all pupils including SEN and EAL • Have the ability to motivate and inspire pupils to learn • Proven to have high standards of classroom management and expectations of achievement for all pupils including those with SEN • Knowledge of commonly used and more innovative resources used to support learning in designated phase 	<p>Taught in a more than one setting</p> <p>Experience of planning in teams</p>
Personal Qualities	<ul style="list-style-type: none"> • Aims for excellence • Vision and enthusiasm • A sense of humour • Warmth and openness in relationships • Ability to relate to children in and out of the classroom • Is able to motivate and inspire others • Sensitive to the needs of staff and children and ability to provide support where necessary • Resilience and ability to handle conflict • Open minded and creative • Ability to remain calm in challenging situations 	Interests outside school
Leadership and management (not all applicable for ECTs)	<ul style="list-style-type: none"> • Ability to use ICT as a curriculum tool • Effective communication skills both in writing and speech • Can motivate and encourage participation • Understanding of how to assess pupils language/learning needs, identification of pupil targets and support strategies • Ability to reflect, analyse and think creatively and flexibly in problem solving, both personally and with other staff and parents 	<p>Adaptable / Innovative</p> <p>Able to initiate change and fresh ideas</p>
Curriculum	<ul style="list-style-type: none"> • Proven ability in curriculum planning • Sound knowledge of approaches to assessment • Understanding of SEN Code of Practice • Ability to differentiate not simplify the curriculum • Understanding of how to assess pupils language/learning needs, identification of pupil targets and support strategies 	<p>Experience of extra-curricular activities</p> <p>Knowledge and understanding of tracking and e</p>

Why work with us?

CHC federation are happy schools and you will be working with wonderful engaging children. You will be supported by

- A strong Leadership team across both schools with an open door policy
- A restorative ethos which is more than just a policy document, this is a safe and secure place to teach where people are heard.
- Supportive colleagues, a healthy workplace culture.
- A workplace that recognises that all staff, whatever their role are equally valued and contribute to the success of the schools
- Continuous professional development opportunities and access to trust wide opportunities
- Both schools were inspected by Ofsted in 2024 - Good
- PPA protected and supported by senior management, joint cross federation planning is facilitated helping to manage workload and utilise strengths and interests
- A very strong commitment to our community and rewarding opportunities to be involved in community events, such as firework nights and summer festivals
- We are minutes from Kings Cross by Thameslink from Cricklewood
- We are within the Brent Cross Town regeneration area - one of London's largest and most exciting regeneration projects which will deliver accommodation, sports facilities, restaurants and retail outlets to the community in the years ahead.
- Close to one of the largest David Lloyd gym and fitness suites in London
- A range of employee benefits including access to
 - Tea, coffee and milk supplied in our staff rooms
 - techscheme.co.uk
 - cyclescheme.co.uk
 - my gym discounts
 - Blue light card
 - Byond card
 - Citysave credit union
 - Eye care vouchers
 - Free flu jabs
 - Tusker car benefit scheme
 - Employee assistance programme

Feedback......don't just take our word for it....

*The ethos of the Leadership Team is clear. Staff work hard but they know that everything they do is for a purpose. They are embedding skills in young people that will enable them to be successful in later life. **IQM Inclusive Schools Award, June 2024***

*Standing by the school gates you quickly realise this is a very 'special' school. The ethos radiates out into the street, where on a sunny London morning parents, teachers and children chatter, relaxed in the knowledge that children are safe in an environment that cares deeply about their wellbeing and progress. **IQM Inclusive Schools Award, June 2024***

The school community is highly valued by pupils, staff, and families. The community council is a strong pupil and parent group who work together for the school, and the local community and beyond. For example, the pupil 'eco councillors' wrote a letter to a local company for a donation of plants. Following their success, they planted flowers in the local community. Parents and carers appreciate the care and regular communication of the school.

Ofsted Report

*Pupils enjoy school and they are enthusiastic to learn. Teachers have a secure knowledge of the subjects that they teach. In class, teaching engages pupils and sparks their imagination. Pupils show a strong understanding of key knowledge, for example significant periods throughout history, such as the Roman Empire and the Anglo-Saxons. **Ofsted Report***

Pupil voice "I love the trips, my teachers and my friends" "I love that there are lots of celebrations like black history month where we invite our parents to show what we have learned" "I love that they make the lessons good, like you learn and have fun at the same time"

Parental voice: "they are an outstanding school and work holistically with families and children to create the best overall environment for the pupils" "Thank you very much for the amazing work you all do everyday"

Find out more, how to Apply and the interview process

If you want to know more about our schools please get in touch for an informal conversation or to arrange a visit.

Completing your application: Please read the details carefully and complete all the information requested. Please enclose a letter of application/personal statement with your application form.

CVs will not be accepted.

Please send your completed application form to head@claremontprimary.org or head@hildshillprimary.org the closing date is **noon on Thursday 6 March 2025**.

Interviews will be held on **Tuesday 11 March 2025 and Wednesday 12 March 2025**. *Although this is our intended interview date, in certain circumstances this may be subject to change

Interview process: Candidates successfully shortlisted will go through a robust interview process and may be asked to do a combination of activities ie, a task, a lesson observation and interview. Further details will be provided if you are invited to interview.

Special Requirements: If you require any special arrangements to be made in order to take a full part in the interview, please contact us.

References: As part of Safer Recruitment Checks references will be taken up immediate for all shortlisted candidates. Please ensure you have received consent to include details of your referees.

Equality

The Elliot Foundation Academies Trust (TEFAT) is committed to developing, maintaining and supporting a culture of equality and diversity across all aspects of the Trust's work. The Trust aims to create an environment in which all employees, pupils and stakeholders are recognised as being of equal value and are able to grow and develop through equality of opportunity.

Safeguarding

Safer Recruitment: We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment and behave in a way which reflects this. Appointment to this post will be subject to satisfactory safeguarding pre-employment checks, including a Barred List check, Disclosure and Barring Service check and references. This post is exempt from the Rehabilitation of Offenders Act 1974. Therefore we are permitted to ask job applications to declare all convictions and cautions on a self declaration form in advance of attending interview (including those which are "spent" unless they are "protected" under the DBS filtering rules). This is to assess a candidates suitability to work with children.

Please note, it is a criminal offence to apply for this post of employment if you are barred from working with children and young people.

GDPR

The Trust abides by UK data protection laws, including the Data Protection Act 2018 (DPA) and the General Data Protection Regulation 2018 (GDPR), in its handling of personal information. We aim to ensure our employees are acting in accordance with these laws, the relevant regulatory guidance and best practice. This policy regulates the way in which the Trust obtains, uses, holds, transfers and otherwise processes personal data about individuals and ensures all of its employees know the rules for protecting personal data. Further, it describes individuals' rights in relation to their personal data processed by the Trust.