

Application Pack

Teachers

Elsley Primary School





March/ April 2026

Dear Applicant,

Thank you for your interest in applying to Elsley Primary School.

We are pleased to offer opportunities for qualified teachers to join our Elsley team as we continue to develop the school and grow leadership opportunities across our staff. We are also offering Middle Leadership (TLR2) opportunities.

Elsley Primary is an exciting place to work and to learn. Staff are empowered and improve their practice through a coaching culture and there is no data-led performance management. As a reflective school we are committed to continuous improvement whilst aiming to balance the needs and wellbeing of our staff.

Please read more about our school in this pack and on our website.

Informal Visits:

You are welcome to arrange an informal visit or telephone conversation with me prior to applying. Please email Geraldine Sullivan, school bursar, via vacancies@elsley.brent.sch.uk to request a place.

Wednesday April 15th at 9:15am and at 4:00pm

Tuesday April 21st at 9:15am and at 4:00pm

Deadline: 8:30am on Wednesday April 22nd 2026

Interviews: April 27th – May 8th 2026

I look forward to hearing from you.

With best wishes,

Raphael Moss

Headteacher

Safe recruitment is central to safeguarding children and young people.

Elsley Primary School places the utmost importance on safeguarding and applies these principles to our recruitment processes of volunteers as well as staff.

We expect all staff and volunteers to share this commitment.

Work history and references will be checked during shortlisting and interview.

Prior to appointment, the successful applicant will be required to successfully pass vetting checks including Enhanced Disclosure from the Disclosure and Barring Service.



Contents

- 1. Elsley's Ethos, Vision and Values**
- 2. School Development Priorities**
- 3. The context of Elsley Primary School**
- 4. Key Facts about the role and application process**
- 5. Job Description**
- 6. Person Specification**
- 7. Job Description and Person Specification (Middle Leader)**



Elsley Primary School

ethos and values

Values	learning	sharing	achieving	respecting
We believe in...	<ul style="list-style-type: none"> a lifelong process of active growth and self-improvement gaining knowledge, skills and understanding – as individuals and in collaboration with others learning to evaluate and think critically nurturing creativity developing independence the importance of understanding how to keep ourselves safe researching and improving how we learn and how we teach 	<ul style="list-style-type: none"> recognising the value of giving showing kindness to friends and to others supporting and helping those in need strengthening relationships and building trust celebrating and valuing the efforts and achievements of others sharing the world and the environment with others building community and contributing to society 	<ul style="list-style-type: none"> having high aspirations, working hard and striving to reach our personal best developing self-esteem reaching our full potential, developing confident children and adults setting, and making progress towards, short-term and long-term goals aiming high across the breadth of the curriculum experiencing a wide range of opportunities 	<ul style="list-style-type: none"> understanding and valuing everyone learning about the customs, practices, lifestyles and beliefs of others acknowledging and celebrating similarities and differences displaying good manners and learning to refine behaviour and attitudes being considerate and thoughtful to others and to the environment acting morally and ethically taking pride in ourselves, our school and community

At Elsley we value high-quality learning and achievement, together with an ethos of sharing and respecting.

Elsley's priorities



1) Pupils with Special Educational Needs or Disabilities (SEND)

Ensure all pupils with SEND are provided with bespoke scaffolding or support

so that staff feel increasingly confident to deliver tailored support to meet pupils' diverse needs,
so that each pupil can access their education,
so that each pupil makes measurable progress in relevant areas, and
so there is active engagement and positive feedback from pupils and parents.

2) Enhance the teaching of writing

Enhance the teaching of writing

so that staff grow in confidence and expertise in the teaching of writing,
so that the teaching of writing is more effective, and caters for the needs of all pupils, and
so pupils' writing outcomes improve with greater rates of progress and raised attainment.

3) New Arrivals

Enhance support and facilitate access to high-quality education for newly arrived pupils

so that staff feel empowered and confident to deliver enhanced support and high-quality education,
so the pupils and their parents feel welcomed and can more easily navigate services,
so the pupils are provided with, and can access, an effective and relevant education, and
so that newly arrived pupils' achievements are recognised and celebrated.

4) Leadership

Develop leadership at all levels across the school

so there is a comprehensive consideration of diverse information and stakeholder perspectives,
so that leaders are equipped with the skills to accurately evaluate strengths and priorities,
so that leaders are able to develop a shared vision and action plan for their respective areas,
so that leaders effectively address school needs in alignment with the school ethos, and
so that leaders are empowered to capture the impact of their actions and engage in continuous re-evaluation for ongoing improvement.

5) Develop pedagogy

Enhance pedagogical practices across all subject areas

so that staff grow in confidence and expertise of more impactful teaching strategies,
so that the school's curriculum is more effectively taught, and
so teaching methodologies align with outcomes leading to increased pupil achievement.

About Elsley Primary School

In recent years Elsley Primary School has doubled to four forms of entry. We have created a supportive and high-achieving culture, matched by modern, well-equipped buildings and facilities. Our school is situated in a highly urban area but the site itself is tucked away in a quiet residential setting with its own on-site farm and extensive grounds to support outdoor learning.



We are proud of the breadth of our curriculum and the holistic education we provide, alongside strong academic achievements.



Progress tends to be very strong from pupils' starting points. In 2026 we received a letter from the Department for Education congratulating the school on its performance and particularly the excellent outcomes achieved by disadvantaged pupils.



The Department for Education <info@service.education.gov.uk>
To Raphael Moss

A message from Bridget Phillipson

Excellent outcomes for disadvantaged pupils

Fri 23/01/2026

Dear Raphael,

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Elsley Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.



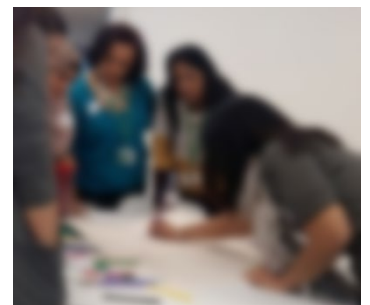
We have a happy and diverse community of staff, pupils and families. We pride ourselves on our nurturing culture for children and staff alike. We received a Gold Award in recognition of our work supporting the physical and mental wellbeing of staff.



We have high expectations for pupil progress and outcomes, combined with creativity within our curriculum offer. Some of our more distinctive initiatives include an on-site farm and a whole-school residential programme. This begins with our youngest children taking part in a night-time walk and campfire, develops through on-site camping under canvas and culminates in longer residential trips away from school for our oldest pupils, building on earlier experiences.

Our pupils face many challenges, including high levels of deprivation and associated difficulties. Significant numbers of pupils arrive mid-year often with little or no English. The school has one of the highest mobility rates locally, and our systems and staff training reflect these challenges as we work collectively to ensure all pupils can succeed.

We aim to empower staff to improve their practice through high-quality professional development and a culture of coaching. As well as working collaboratively within year-group teams, staff contribute to whole-school teams, leading curriculum areas, or areas of wider school development.





Class Teachers...

**Are you a creative teacher,
with a nurturing approach and a commitment to achieving
strong outcomes for all pupils?**

***At Elsley we value high-quality learning and achievement,
alongside an ethos of sharing and respecting.***

If you would like to join an enthusiastic committed team within a collaborative and supportive atmosphere, then we would be pleased to hear from you.

Elsley is a diverse and happy community with a wide range of experiences and cultures. Staff work closely together to share good practice, and there are opportunities for creativity within the curriculum. We are focused on making a positive impact on outcomes, with children at the heart of everything we do.

We are particularly keen to hear from teachers who are interested in contributing to wider school development and, where appropriate, growing into leadership roles. See the next page for the TLR2 opportunities we are currently recruiting for.

You will:

- have excellent teamwork and communication skills
- be passionate about improving children's lives
- be nurturing and reflective, acting as a positive role model to pupils, parents and colleagues
- be committed to ongoing professional learning and development

We are a school with:

- a supportive and welcoming atmosphere
- children who are happy and eager to learn
- a strong culture of collaboration and professional development
- leadership support, including coaching and opportunities to develop practice
- a broad and creative curriculum, focused on achieving the best for each individual child
- A commitment and track record of developing staff, including supporting colleagues into leadership roles

Visit our website to find out more: <https://www.elsley.brent.sch.uk/vacancies>



Middle Leadership Opportunities (TLR2)

Alongside classroom teacher posts, the school is offering TLR2 middle leadership opportunities as part of our ongoing commitment to developing leadership.

Middle leaders at Elsley play a key role in improving teaching, supporting colleagues and contributing to whole-school development. These are class-based roles with dedicated leadership time.

These roles carry a TLR2 allowance (currently £3,527 per annum).

We are interested in candidates who would like to contribute to one of the following areas:

Character Development TLR2

Supporting the development of the school's approach to character development and personal growth, ensuring pupils are well prepared for life in the modern world, in line with the school's ethos and values.

Pupil Groups – EAL and Vulnerable Pupils TLR2

Developing the school's work in understanding and supporting key pupil groups, including pupils with English as an additional language and those facing barriers to learning, so that all pupils are able to succeed.

The precise responsibilities within each leadership area will be developed in collaboration with the successful candidates to align with their strengths and the school's priorities.

To support post-holders in leading these areas effectively, the following guidance and resources are recommended:

Character Development

- DfE: *Character Education Framework Guidance*
- Jubilee Centre for Character and Virtues
- Ofsted School Inspection Toolkit (2025)

Pupil Groups (EAL and vulnerable pupils)

- The school's Pupil Premium Strategy Statement
- DfE: *Pupil Premium Guidance*
- The Bell Foundation: EAL guidance and resources
- Ofsted School Inspection Toolkit (2025)

Expectations of TLR holders

Applicants for TLR roles should be able to demonstrate evidence of impact beyond their own classroom, such as contributing to curriculum development, supporting colleagues or leading aspects of school improvement.

Teachers on the Upper Pay Range are expected to make a substantial and sustained contribution to the wider life of the school. This expectation applies in addition to any TLR responsibilities, and applicants should indicate how they meet and will continue to meet this requirement.



Key Facts

About the Job

Role: Teacher or Teacher/ Middle Leader
Location: Elsley Primary School, Wembley, Brent
Salary: Main Pay Range or Upper Pay Range, Inner London (currently £40,317 – £62,496)
(TLR2: £3527 if applicable)
Contract: Permanent
Commencing: September 2026
Hours: Full-time or opportunities for flexible or part-time working
In order to attract and retain excellent staff, we welcome applications from staff looking for flexible or part-time arrangements, or those returning from a career break.
Please include this information within your application.

Application Process

Deadline: 8:30am on Wednesday April 22nd 2026

Please read more about our school on our website. You are very welcome to arrange an informal visit or telephone conversation with the Headteacher prior to applying.

Informal Visits:

You are welcome to arrange an informal visit or telephone conversation with the Headteacher prior to applying. Please email Geraldine Sullivan, school bursar, via vacancies@elsley.brent.sch.uk to request a place.

Wednesday April 15th at 9:15am and at 4:00pm



Tuesday April 21st at 9:15am and at 4:00pm

Interviews: April 27th – May 8th 2026

Applications will only be accepted on our Elsley Application Form, available on our website. These must be submitted via email to:
vacancies@elsley.brent.sch.uk

Feedback is not typically offered to candidates who are unsuccessful at the shortlisting stage. In line with Safer Recruitment, references will be requested for shortlisted candidates, prior to interview.

Job Description –Teacher

 	Job Title	Teacher
	School	Elsley Primary School
	Location	Wembley, Brent
	Grade	Main pay scale range 1-6 or Upper pay scale range 1-3 in line with the current <i>School Teachers' Pay and Conditions Document</i>
	Reports to	The headteacher, members of the senior leadership team (SLT) and the governing body
	Staffing Responsibility	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities
	Restricted	No

1. Job Purpose:

- 1.1 Be responsible for the learning and achievement of all pupils in class, ensuring equality of opportunity for all
- 1.2 Be responsible and accountable for achieving the highest possible standards in work and conduct
- 1.3 Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 1.4 Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- 1.5 Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- 1.6 Take responsibility for promoting and safeguarding the welfare of children and young people within the school



1. Principal Accountabilities And Responsibilities:

1.1 All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

2. Teaching

2.1 Deliver the curriculum as relevant to the age and ability group/subject/s that you teach

2.2 Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate

2.2 Be accountable for the attainment, progress and outcomes of pupils' you teach

2.3 Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn

2.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

2.5 Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)

2.6 If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics

2.7 Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment

2.8 Make accurate and productive use of assessment to secure pupils' progress

2.9 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study

2.10 Use relevant data to monitor progress, set targets, and plan subsequent lessons

2.11 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

2.12 Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*



3. Behaviour and Safety

- 3.1 Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 3.2 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- 3.3 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 3.4 Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- 3.5 Have high expectations of behaviour, promoting self-control and independence of all learners
- 3.6 Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- 3.7 Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

4. Team working and collaboration

- 4.1 Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- 4.2 Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 4.3 Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- 4.4 Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- 4.5 Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- 4.6 Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions document*

5. Wider professional responsibilities

- 5.1 Work collaboratively with others to develop effective professional relationships
- 5.2 Deploy support staff effectively as appropriate
- 5.3 Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- 5.4 Communicate and co-operate with relevant external bodies



5.5 Make a positive contribution to the wider life and ethos of the school

6. Administration

- 6.1 Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- 6.2 Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

7. Professional development

- 7.1 Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- 7.2 Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- 7.3 Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

8. Other


- 8.1 To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- 8.2 Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification

Applicants should show how they meet the specified criteria:

 <p>learning sharing achieving respecting</p>	<p style="text-align: center;">Elsley Primary School</p> <p style="text-align: center;">Person Specification & Selection Criteria</p> <p style="text-align: center;">Post Title: Teacher</p>
<p>Please note: Shortlisting for interview will be based on whether the candidate indicates on their application form that they meet the following shortlisting criteria.</p>	
<p>Education and Professional Qualifications</p>	
<p>Hold Qualified Teacher Status (QTS)</p>	
<p>Evidence of continuous participation in training and a commitment to further CPD.</p>	
<p>Experience</p>	
<p>Successful experience teaching in the relevant Key Stage.</p>	
<p>Successful experience working within a team</p>	
<p>Skills / Abilities</p>	
<p>Create a stimulating and safe learning environment</p>	
<p>Plan, prepare and deliver the curriculum, teaching inspiring and engaging lessons where all pupils make progress as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies</p>	
<p>Achieve and maintain high standards from the pupils</p>	
<p>Assess, record and report on children's levels and progress to inform next steps and monitor progress</p>	
<p>Successfully deploy a range of behaviour management strategies</p>	
<p>Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.</p>	
<p>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning needs</p>	
<p>Understanding of barriers to learning and how to overcome these</p>	
<p>Encourage children in developing self-esteem and respect for others</p>	
<p>Use own initiative and work effectively within a team</p>	
<p>Excellent interpersonal skills when relating to children, parents and staff.</p>	
<p>Excellent communication: written, oral & using ICT.</p>	
<p>Work effectively under pressure, maintaining a positive attitude</p>	
<p>Fully understand and support the school's ethos</p>	
<p>Demonstrate a commitment to: Equalities; promoting the school's vision and ethos; high quality, stimulating learning environments; relating positively to and showing respect for all members of the school and wider community; on-going relevant professional self-development; and safeguarding and child protection.</p>	



Middle Leader Job Description – in addition to teacher responsibilities	
Job Title	Middle Leader – TLR2, as well as general teaching responsibilities
Salary	TLR2 Allowance (£3,527 for academic year 2025-2026), additional to MPS/ UPS
Responsible to	Leadership Team
Contract Type	Permanent
Job Purpose	The Middle Leader will provide strategic and operational leadership in a designated area: year group, subject, or whole-school priority—while maintaining classroom teaching responsibilities. They will lead improvements, support and develop staff, and be accountable for raising standards across the school.
Key Responsibilities	<ul style="list-style-type: none"> • Lead planning and development aligned to school priorities • Set and model high expectations for pupils and staff • Evaluate impact using evidence and stakeholder input • Deliver high-quality teaching and model best practice • Lead curriculum design and assessment • Support and mentor staff, including induction • Monitor provision and quality in leadership area • Communicate clearly with all stakeholders • Be a visible, values-driven role model • Engage in professional learning and contribute to wider leadership

Person Specification	
Category	Criteria – essential (or desirable, as shown in italics)
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Proven record of high-quality teaching • Proven contribution to school improvement beyond own class • <i>Prior experience in a formal or informal leadership role (desirable)</i>
Leadership Impact	<ul style="list-style-type: none"> • Demonstrated leadership leading to measurable improvement • Proactive in addressing challenges and delivering change
Collaboration & Interpersonal Skills	<ul style="list-style-type: none"> • Builds trust and positive relationships • Understands and adapts to others' needs • Resolves barriers/conflict to collaboration
Communication	<ul style="list-style-type: none"> • Communicates clearly in writing and speech • Ability to effectively deliver presentations, eg to staff, parents, and visitors • Ability to tailor message to audience with clarity and professionalism
Influence & Integrity	<ul style="list-style-type: none"> • Inspires and influences others positively • Embody the school's ethos and values, including when under pressure • Holds self and others to account respectfully
Developing and Inspiring Others	<ul style="list-style-type: none"> • Mentors or supports colleagues' development • Shares practice and fosters professional growth, maintaining fidelity to the school's approach • Ability to inspire, motivate and articulate rationale
Strategic & Analytical Thinking	<ul style="list-style-type: none"> • Effectively use data/evidence to evaluate, identify next steps and implement improvements • Understands wider school context and priorities • Shows professional curiosity; eager to find links and eager to continue learning
Resilience & Self-Awareness	<ul style="list-style-type: none"> • Reflects on own strengths/growth areas • Responds constructively to feedback/setbacks • Remains calm and professional under pressure
Values & Vision	<ul style="list-style-type: none"> • Embody school's ethos and values • Commits to inclusion and equity for all pupils • Has ambition to keep improving for self and for others
Professional Development	<ul style="list-style-type: none"> • Takes ownership of CPD, actively pursuing relevant training and growth opportunities • Apply learning from CPD and research to improve practice and support school improvement
Impact Evaluation	<ul style="list-style-type: none"> • Evidence of impact on pupil outcomes • <i>Evidence of whole-school impact from leadership work (desirable)</i>
Network & Community	<ul style="list-style-type: none"> • <i>Participation in wider networks or partnerships (desirable)</i>



Privacy Notice – Recruitment

Your information is collected for the purpose of considering your application in respect of a role for which you have applied.

You are providing your information to Elsley Primary School, Tokyngton Avenue, Wembley, HA9 6HT.
email: admin@elsley.brent.sch.uk

Our Data Protection Officer is:

Tel: 020 8937 2018

Email: school.dpo@brent.gov.uk

Address: Data Protection Officer, Brent Council, Civic Centre, Engineers Way HA9 0FJ

How we use your information

The information may be shared with our recruitment and Human Resources advisers. For unsuccessful applicants, information shall be retained for six months and shall be processed in adherence to your legal rights, including but not limited to the right to withdraw consent, right to copies of your information and right to be forgotten. You have a right to lodge a complaint with the Information Commissioner's Office (www.ico.org.uk).

Security

We take appropriate measures to ensure that all personal data is kept secure, including security measures to prevent personal data from being accidentally lost, or used or accessed in an unauthorised way. We limit access to your personal data to those who have a genuine business need to know it. Those processing your information will do so only in an authorised manner and are subject to a duty of confidentiality.

We also have procedures in place to deal with any suspected data security breach.



www.elsley.brent.sch.uk

 [@ElsleyPrimary](https://twitter.com/ElsleyPrimary)