

**Exceptional Class Teacher – Permanent Position
Rushey Green Primary School**

Start Date: September 2026

Phase: EYFS, KS1, KS2

Location: London

Rushey Green Primary School is seeking a highly motivated and committed **class teacher** to join our team on a **permanent basis**. We welcome applications from both newly qualified teachers and experienced practitioners who are passionate about helping children achieve their full potential.

The ideal candidate will:

- Be an excellent practitioner with a creative and inspiring approach to teaching
- Have high expectations and the ability to motivate and challenge pupils
- Be committed to delivering high-quality teaching and learning
- Possess strong communication, interpersonal skills, and work effectively as part of a team

We offer:

- Enthusiastic pupils who are eager to learn
- A supportive and dedicated team committed to raising standards
- Strong leadership and guidance
- Opportunities for professional development and career progression

School Visits: We encourage prospective candidates to visit the school. Please contact the school office on **0208 698 5001** to book an appointment:

- Thursday 26 March 2026: 09:30–10:30 or 14:00–15:00
- Tuesday 14 April 2026: 09:30–10:30 or 14:00–15:00

Closing Date: Tuesday 21 April 2026, 12 noon

Shortlisting: **Wednesday 21st April 2026**

Interviews: Tuesday 28th April 2026

How to Apply: All application documents and forms are available on our website:

Job Vacancies | Rushey Green Primary School

JOB DESCRIPTION

POST: Teacher

Job Purpose: To carry out the professional duties of a teacher, as circumstances may require and in accordance with the school's policies, under the direction of the head teacher.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear learning objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils;
- Planning learning which responds to the experience, interests and needs of the class and actively promotes equal opportunities for learning;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Creating an organised, safe and attractive learning environment;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support;
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

Curriculum Development

- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Contribute to the whole school's development activities

Additional Responsibilities

- Actively contribute in the life of the school, attending staff meetings, relevant training and courses, contributing to the School Improvement Plan and keeping abreast of current policy and practice.
- Be familiar with school policies and practice
- Make good working relationships with staff in school, professionals and colleagues in the wider community
- Work in accordance with the Special Needs Code of Practice in liaison with the SENCO, Educational Psychologist and other outside agencies

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 a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Person Specification – Class Teacher

Skills and Abilities	Essential	Desirable	Assessed by
The ability to build positive relationships with pupils, parents and colleagues	✓		Application, interview, & observation
The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies	✓		Interview
Communication skills, oral, written and presentational	✓		Application & interview
Ability to carry out well planned, organised and innovative lessons	✓		Observation Interview
Proficiency in the use of ICT and the software programmes used in schools		✓	Application
The ability to establish, maintain and develop positive behaviour discipline in the classroom	✓		Application, interview, & observation
Excellent teaching skills	✓		Application, interview, & observation
To be a reflective practitioner, open to new ideas			Interview, & observation
The ability to use information and data for purposes of recording, monitoring, evaluation and reporting	✓		Application and interview
Knowledge			
Relevant (to be agreed) subject and/or curriculum knowledge, understanding and expertise	✓		Application
The ability to contribute to curriculum development and innovation across a year group	✓		Application and interview
How to direct and supervise support staff in class	✓		Interview
How children and young people learn, develop and progress through life stages and events	✓		Application and interview
How ICT can be used effectively to motivate children to learn	✓		Interview
How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum	✓		Application and interview
Health and safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare	✓		Application and interview
How to promote and contribute to the implementation of equalities and inclusion policies in schools	✓		Application and interview
Qualifications and Experience			
Qualified Teacher Status	✓		Evidence of qualification
Successful teaching experience	✓		Application
Evidence of continuing professional development		✓	Application