



EYFS CLASS TEACHER RECRUITMENT PACK



Welcome

Page 2

Gifford Primary

Page 3/4

Person Specification

Page 5

Job Description

Page 6/7

- Required for September 2026
- Salary: MPS 1–6 (£40,317.00 – £52,300.00)
- Closing date: Friday 8th May 2026 at 12.00 noon
- Interview date: Friday 15th May 2026

Welcome



HEADTEACHERS MESSAGE

Dear Applicant,

Thank you for showing an interest in the position of EYFS Class Teacher at Gifford Primary School. Gifford Primary School is a popular four-form entry school. Located in the London borough of Ealing.

We are seeking an enthusiastic and visionary EYFS Class Teacher to join our exceptional team. In this role, you will drive ambitious initiatives, enhance our educational practices, and contribute to a thriving learning community. You will be a key player in implementing forward-thinking strategies in a collaborative team environment.

At Gifford we are committed to making a real difference in the lives of our pupils. We pride ourselves on being a forward-thinking school that embraces innovation and values a "have-a-go" attitude. Our dynamic environment offers a platform for ambitious professionals who are eager to shape the future of education and lead our school to new heights.

Visits to the school are essential. To arrange a visit please contact the HR team on 020 8845 4661 or email HR@gifford.ealing.sch.uk. We look forward to hearing from you.

Yours faithfully,

Sarah Wilson
Headteacher

Be Strong, Be Kind, Be Proud

What is Gifford Like?



"A culture of high academic aspiration and a shared drive for success permeates the school. Through the curriculum, pupils are taught about the contributions to society made by a diverse range of historical and modern-day prominent figures.

The school encourages pupils to believe they too can make a positive difference in the world. Academic achievement and pupils' personal development are equally prioritised. Pupils and school staff work together to create a programme of regular enrichment experiences. The '11 by 11' programme includes expressive arts activities, public speaking exercises and careers guidance. Older pupils enthusiastically support those who are younger. Pupils behave maturely. They treat each other with great care, kindness and respect.

The school encourages pupils to share their views. Elected members of the 'Gifford Government' gather and share the opinions and suggestions of their classmates in order to improve the school further. For example, the play area was extended following feedback from pupils in Years 1 and 2. Pupils are happy here."

Ofsted Quote May 2024

What we are looking for

Pupils are at the heart of all we do



Are you:

- Ambitious?
- An inspirational EYFS teacher?
- A creative early year's practitioner?
- Passionate about making a difference?
- Someone who really cares about children?
- Continually looking for ways to improve your practice?
- Willing to work hard to uphold the schools exceptional provision?
- A positive team player?
- Someone with a can-do attitude?
- Excited by a challenge and full of great ideas?
- Someone with a specific Early Years skillset?

Be Strong, Be Kind, Be Proud



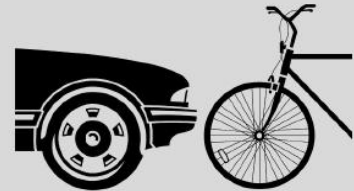
What's great about working at **Gifford Primary School?**



Creative approaches to the curriculum



Excellent CPD opportunities for all staff at all levels of their careers



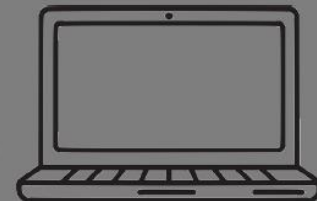
Well resourced facilities including free parking on site and cycle to work scheme



Supportive employee assistance programme for all



A diverse, multicultural and stable staff team



PPA for all teaching staff exceeds the national expectations



Inner London Salary & Local Government Pension Scheme



Staff wellbeing and workload balance is fundamental to our approach



An extensive support team of highly skilled experienced professionals

Be Strong, Be Kind, Be Proud

Person Specification

Qualifications and training		Essential	Desirable
1.1	Qualified teacher status.	✓	
1.2	Evidence of significant professional development that is relevant to the position and a commitment to ongoing relevant professional self-development.		✓
1.3	Teaching experience with the age range and/or subject(s) applying for	✓	

Teaching and management experience		Essential	Desirable
2.1	At least three years' successful teaching in the primary school age range.		✓
2.2	Successfully carried out initiative development, implementation and evaluation.		✓
2.3	Experience of working with children with a range of needs.	✓	
2.4	Consistent teaching observation grades of good or outstanding.	✓	
2.5	Raised the achievement of a significant group of pupils across the ability range.	✓	
2.6	Experience of management and implementation of local and/or national initiatives.		✓
2.7	Successfully promoted and deployed high standards of behaviour and a positive ethos within a school.	✓	
2.8	Effectively taught in EYFS	✓	
2.9	Experience of leading INSET.		✓
2.10	Experience of leading a subject within a school.		✓

Professional knowledge, understanding, skills and attributes		Essential	Desirable
3.1	Understanding of effective teaching and learning.	✓	
3.2	The ability to model good/outstanding lessons for colleagues.	✓	
3.3	Deployed people and resources efficiently and effectively to meet specific objectives.		✓
3.4	Analysed and interpreted data to support the setting and meeting of challenging objectives.		✓
3.5	Awareness of current educational issues and their implications for schools.		✓
3.6	Evidence of accountability to the governing body, parents, pupils, staff and/or the LA for the effectiveness of an aspect of the school.		✓
3.7	A commitment to plan, prepare and deliver effective teaching and learning, while raising achievement for children through a broad, balanced and stimulating curriculum.		✓
3.8	Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.	✓	
3.9	Personal flexibility; preparedness to adapt and find creative solutions.	✓	
3.10	High standard of communication skills, oral and written, for a range of audiences.	✓	
3.11	Personal 'presence'; warmth, sense of humour, maturity, approachability.	✓	

Commitment		Essential	Desirable
4.1	Demonstrate a commitment to safeguarding and child protection.	✓	
4.2	A commitment to providing equal opportunities in both the curriculum and pastoral care, valuing the needs of individual children and the diversity of their cultural backgrounds.	✓	
4.3	Relating positively to and showing respect for all members of the school and wider community.	✓	
4.4	Promoting the school's vision and ethos.	✓	

Be Strong, Be Kind, Be Proud

Job Description

Purpose:

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Be responsible for the learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- 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)*
- Teaching experience with the age range and/or subject(s) applying for

Duties and responsibilities:

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.

Teaching:

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- 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
- 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
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 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
- Make accurate and productive use of assessment to secure pupils' progress
- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety:

- 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
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils

Be Strong, Be Kind, Be Proud

- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and Collaboration:

- 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
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 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
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil Wider Professional responsibilities:

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration:

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

Professional development:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- 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
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other:

- 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
- Perform any reasonable duties as requested by the Headteacher

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.

Please refer to the job vacancy page on our school website for the Privacy Notice for job applicants.

Be Strong, Be Kind, Be Proud