

Seven Mills Recruitment Pack



Key Stage One Class Teacher

September 2026

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Introduction



Welcome from the Chair of Governors

Being Chair of the Governors at a successful, community-centred school such as Seven Mills is a great honour and something that makes me feel very proud.

The governing board works extremely hard to support the headteacher, staff and pupils to create a safe and inclusive environment that is based on our core values: ambitious, compassionate and empowered. As Chair of Governors, I work with the governing board to support the school by helping to set our vision, ethos and strategic direction and to ensure staff are delivering on these so that all pupils get the very best education we can offer.

Learning does not begin and end at the school gates. Parents and carers play a vital role in children's development and it is only by working in partnership with them that we can ensure every child reaches their full potential.

Parul Begum - Chair of Governors cog@sevenmills.towerhamlets.sch.uk

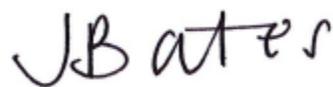
Welcome from the Headteacher

At Seven Mills, we believe that our children sit at the heart of everything we do.

We are a community school and our school encompasses all that this means. Our close links with families and the local area ensure we provide a relevant, community-based education with a global outlook. We strongly believe that our children deserve the best opportunities in life and education and we sit in the unique position to be able to offer this. Providing an inclusive education for all underpins the values we hold at Seven Mills. Education at Seven Mills will be exciting, and experiential, providing the children with a real moral purpose. We want all our children to be ACE - Ambitious, Compassionate and Empowered.

I am privileged to lead a fantastic team where everyone, from our premises team through to our teachers, have the children's best interest at heart and provide a fantastic, creative and exciting education for our children. We are looking for an outstanding practitioner to join our team and lead on the care for our pupils.

We warmly invite you to visit our school to see how our values and ethos work in practice. Please contact the school admin@sevenmills.towerhamlets.sch.uk or 0207 987 2350 to arrange a visit.

A handwritten signature in black ink that reads "JB Bates". The letters are cursive and slightly slanted to the right.

Recruitment Process Details

Key Stage One Teacher – Job Advertisement

Key Stage One Class Teacher for September 2026

(MPS London payscale)

Seven Mills Primary School is seeking to recruit an ambitious and innovative teacher with a strong understanding of play-based pedagogy and continuous provision, and a genuine passion for making a difference in children's early learning.

We are looking for a highly motivated and nurturing practitioner who understands that young children learn best through play, exploration and meaningful interactions, and who is committed to creating an environment in which every child can thrive.

We are a popular, friendly and inclusive primary school in a vibrant East London community, just five minutes' walk from Canary Wharf. Our school places children and families at the centre of everything we do, ensuring that every child feels safe, supported, happy and inspired to learn.

We champion curiosity-led learning and provide a rich, enabling environment where children are empowered to explore, take risks and develop independence through carefully planned continuous provision. We are seeking a teacher who can skilfully balance child-initiated learning with purposeful adult interactions, using observation and responsive assessment to move learning forward.

We are looking for a teacher who:

- Has a secure understanding of play-based learning and continuous provision
- Creates an engaging, language-rich environment that promotes independence and exploration
- Is skilled in observing, assessing and responding to children's interests and next steps
- Understands the impact of high-quality interactions in extending learning
- Is committed to inclusion, equality of opportunity and meeting the needs of all learners
- Works collaboratively and reflects on their practice to continually improve

We can offer:

- Compassionate, well-behaved children who are curious, engaged and eager to learn
- A welcoming and experienced staff team with a strong commitment to early years pedagogy
- An ambitious leadership team dedicated to developing best practice in play-based learning
- High-quality professional development through coaching, mentoring and tailored CPD
- A curriculum that prioritises exploration, creativity and child-led discovery

Ambitious, Compassionate & Empowered

For an application pack, or to arrange a visit please contact Nazma Ghani on 0207 987 2350 or admin@sevenmills.towerhamlets.sch.uk or <https://www.sevenmills.towerhamlets.sch.uk/vacancies/> . If you would like more information, please contact Joanna Bates, the headteacher at head@sevenmills.towerhamlets.sch.uk to arrange an informal discussion of the role and a visit.

Supporting statements should refer to the person specification and should be no longer than 2 sides of A4 in Gill Sans font size 11.

All applications must be sent to jobs@sevenmills.towerhamlets.sch.uk

Start date: September 2026

Closing Date: 24th April 2026, midday

Shortlisting: wc 27th April 2026

Interviews: tbc

Job Description

Job Title: Key Stage 1 Teacher

Location: Seven Mills Primary School

Salary: Aligned with Main Pay Scale (MPS)

Job Type: Full-time/Permanent

Reports To: Headteacher / AHT

Job Overview:

Seven Mills Primary School is seeking to recruit an ambitious and innovative teacher with a strong understanding of play-based pedagogy and continuous provision, and a genuine passion for making a difference in children's early learning.

We are looking for a highly motivated and nurturing practitioner who understands that young children learn best through play, exploration and meaningful interactions, and who is committed to creating an environment in which every child can thrive.

We champion curiosity-led learning and provide a rich, enabling environment where children are empowered to explore, take risks and develop independence through carefully planned continuous provision. We are seeking a teacher who can skilfully balance child-initiated learning with purposeful adult interactions, using observation and responsive assessment to move learning forward.

Key Responsibilities:

- Facilitate play-based learning through ShREC interactions (Share, Respond, Extend, Conversation) to support communication and language development.
- Plan and deliver engaging adult-led sessions that align with the Year 1 curriculum.

Ambitious, Compassionate & Empowered

- Provide a safe, inclusive, and inspiring classroom environment where children thrive.
- Support children's social, emotional, and cognitive development through play-based learning.
- Use formative and summative assessments to track progress and plan next steps for individual learning needs.
- Foster strong relationships with pupils, parents, carers, and colleagues to support children's well-being and development.
- Implement and adhere to school policies, including safeguarding and child protection.
- Work collaboratively with Teaching Assistants and other staff to ensure the best outcomes for all pupils.
- Support early reading and phonics development.
- Contribute to whole-school initiatives and attend staff meetings, training sessions, and parent evenings.

Key Stage One teacher Person Specification

Criteria	Essential	Desirable
Qualifications & Training		
Qualified Teacher Status (QTS) (or Early Years Teacher Status - EYTS)	✓	
Degree in Education or a related subject	✓	
Evidence of continuous professional development (CPD) in Early Years education	✓	
Further qualifications in Early Years Education or Special Educational Needs (SEN)		✓
Experience of teaching in Early Years, or Key Stage 1, with a clear understanding of the Year 1 curriculum	✓	
Strong understanding of safeguarding procedures and responsibilities in a school setting	✓	
Teaching and Learning		
Knowledge of the Early Years Foundation Stage framework and its application into Year 1		

Ambitious, Compassionate & Empowered

Secure understanding of play-based pedagogy and continuous provision, and how this supports learning in Year 1	✓	
Experience of phonics teaching using a structured programme	✓	
Experience working with SEND (Special Educational Needs & Disabilities) pupils		✓
Skilled in balancing child-initiated learning with structured teaching to meet National Curriculum expectations	✓	
Strong understanding of early reading, writing and mathematics development	✓	
Ability to plan engaging, creative and inclusive learning experiences that build on children's interests	✓	
Assessment and Progress		
Experience of observing, assessing and responding to children's individual learning needs	✓	
Ability to use formative assessment effectively to inform next steps and adapt provision		
Understanding of how high-quality adult interactions support and extend learning	✓	
Inclusion		
Commitment to inclusion, equality of opportunity and meeting the needs of all learners	✓	

Ambitious, Compassionate & Empowered

Understanding of SEND strategies and how to support children with additional needs		✓
Ability to create a safe, supportive and nurturing classroom environment where every child can thrive	✓	
Understanding of how to support children's social, emotional and communication development	✓	
Skills & Abilities		
Ability to plan, differentiate, and deliver engaging lessons that cater to a range of learning needs	✓	
Strong classroom and behaviour management skills	✓	
Excellent communication skills with pupils, parents, and colleagues	✓	
Ability to work effectively as part of a team	✓	
Ability to create a stimulating, language-rich environment that promotes curiosity, independence and active learning	✓	
Personal Attributes		
Passionate about childhood education and committed to supporting all children to thrive	✓	
Patient, nurturing, and able to build strong relationships with young children	✓	
Creative, enthusiastic, and able to bring learning to life	✓	
Highly organised, with good time management skills	✓	
Commitment to professional development and reflective practice	✓	
Willingness to take part in extracurricular activities and whole-school events		✓

Other Requirements		
Commitment to promoting equality, diversity, and inclusion in the classroom	✓	
Enhanced DBS check (or willingness to undergo one)	✓	
Understanding of and commitment to the school's values, ethos, and safeguarding policies	✓	

Our Vision, Aims and Values

Seven Mills Primary School

We learn together in a community built on respect, kindness and understanding.



Our Vision

To nurture curious, confident and compassionate learners who understand their place in the world and their responsibility within it. Rooted in strong relationships, belonging and respect, we provide an education rich in experiences, challenges and opportunities for growth.

Our Aims

Our children are listened to, cared for and celebrated as individuals. They thrive as happy, independent and collaborative citizens who value difference and contribute positively to their community and beyond.

Our Values



AMBITIOUS

Curious, confident and motivated to aim high, embrace challenges and keep growing.



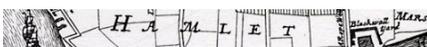
COMPASSIONATE

Kind, respectful and inclusive, valuing difference and nurturing a strong sense of belonging.



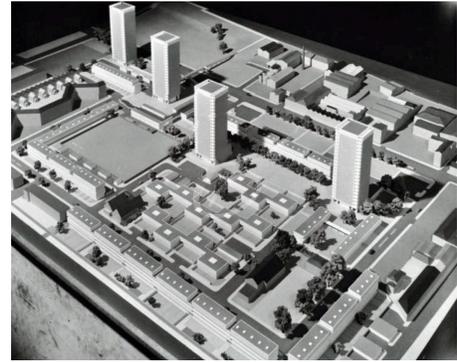
EMPOWERED

Independent, responsible and brave, making choices that have a positive impact on our learning, our community and the wider world.



Our community

Many people are unaware that nestled amongst the impressive buildings of Canary Wharf lies a community that has been here for generations. This community, our community, historically depended on the docks and the river for their livelihoods and were known as the Islanders. Islanders have lived here since before the First World War and survived the Blitz of World War II. After the war, council housing was built all over the island to replace homes that had been destroyed. The Barkantine Estate was built to create a “modern and spacious environment in which people could play and live”. By the late 1960s, the estate was underway, with a temporary primary school located at the heart of it. That was Seven Mills. The recession of the 1980s and the development of the financial centre at Canary Wharf in the 1990s has seen the island change dramatically. But throughout that time, Seven Mills Primary School has been a central part of the community and is now home to a new generation of Islanders.



Originally built alongside the Barkantine Estate in 1967, Seven Mills was named after the seven windmills which once stood on the western side of the Isle of Dogs over 300 years ago. Now in its 57th year, below are just some of the significant dates in our history:

- Opening ceremony in 1968
- Seven Mills has always had a strong relationship with our neighbouring schools and in 1994, our children visited a building site on Westferry Road and helped officials lay the first stone of the new **Arnhem Wharf** school.
- Seven Mills children met Queen Elizabeth at the opening of Billingsgate Market
- In 1996, the **IRA bombing** at South Quay DLR Station shook the foundations of Seven Mills, blowing out the windows of our school hall.
- For the turn of the millennium in 2000, Seven Mills, alongside the British Legion, attended the **Millennium Dome**
- In 2004, our **Nursery extension** was developed and our off-site EYFS unit at Mellish Street moved to join the rest of the school.
- In 2005, Seven Mills children performed in a gymnastics and dance display at Trafalgar Square to represent the ‘Best of British’ at the announcement of London’s successful Olympic bid
- In 2006, then Prime Minister, **Tony Blair** visited the school, taking part in a phonics lesson and listening to children read.
- In 2017, we celebrated our 50th Anniversary
- In 2018, our annexe was completed and is now home to a brilliant parents' room and dedicated Music classroom
- In 2020, extensive building work created a new EYFS unit, with Reception and Nursery sharing an exciting, specialist space and a newly refurbished library and KS2 classroom

School Improvement Plan 2025-2026

continuous priorities	priority 1	priority 2	priority 3	priority 4
Attendance: <i>with a target of 96%</i> The school reading environment	Autumn 1 A review and reframing of the vision and values for shared focus	Learning Journeys for writing	Maths curriculum and responsive teaching and learning Learning intentions and memory links Exploratory Talk	Art: sketch books, drawing and curriculum
To ensure fidelity to the curriculum planning: <i>refine curriculum plans and develop pedagogical approaches</i>	Autumn 2 CLPE poetry approaches + drama to support the writing process	Attitudes for learning and growth: The Power of Yet and learning resilience; the Seven Mills Learning Toolkit	Vocabulary collections: Nicolas Roberts word webs + Alan Peat exciting sentences progression map	Handwriting: to continue to embed the Jarman handwriting scheme.
Wellbeing for the school community: <i>THEWs, dance therapy and safeguarding</i>	Spring 1 To share and celebrate writing outcomes: review teaching sequences and impact	Maths: representation and structure; use of manipulatives Talk for maths	Talk types + strategies to promote purposeful talk. Reflect on ORC report: We need to to talk	Early Reading understanding for all teaching staff
To consider the learning environment for clarity of communication and calm learning spaces: <i>display and environments</i>	Spring 2 Responsive teaching approaches: <i>Focus on peer feedback for improvement in writing</i>	Review and refine Learning Journeys for writing	Science planning and teaching for enquiry approaches	Reading fluency: revisit
	Summer 1 Maths: teaching + learning with manipulatives; the 'I do, we do, you do' cycle to facilitate independence	Art outcomes and sketch book review for exhibition	To ensure fidelity to the curriculum planning and agreed pedagogical approaches to teaching: <i>links to prior learning and changes to the learning intention design</i>	<i>Talk types: continue with Spring 1 aims</i> Introduce Talk Moves
	Summer 2 Maths: harnessing uncertainty - talk for maths	To consider the visual learning environment for clarity of communication and calm learning spaces: <i>display + graphic organisation</i>	Review attitudes for learning and growth: what has been successful, what do we need to work on?	

Our commitment to CPD

We believe that all staff at Seven Mills are on a continual cycle of improvement and development and we have heavily invested in CPD to ensure that this happens. The purpose of Continuous Professional Development is to **empower** the staff at Seven Mills to develop their existing teaching and learning knowledge and skills. We aim to ensure that all staff feel confident in their role to **ambitiously** trial new teaching ideas in practice in order to improve the overall quality of teaching and learning across the school.

All staff have an opportunity to utilise the CPD on offer to develop their knowledge and skills, as well as increase their capacity to be positive role models to pupils as lifelong learners.

Seven Mills actively encourages staff to keep up to date with new changes to the national curriculum, teaching legislation, technology and working practices. We also aim to equip staff with the tools they need to deliver high quality teaching and learning at all times and to cope positively with a fast changing workplace.

Teaching and Learning



At Seven Mills our teaching and learning:

- Offers rich, varied and exciting learning opportunities for all children.
- Develops children's confidence, independence and ability to work collaboratively.
- Raises attainment and drives good progress for all children.
- Develops children's awareness and ability to be critical of their own work and the work of others.
- Develops a supportive and positive adult learning environment where ideas for teaching practice are openly shared and tried.
- Encourages teachers to actively engage in their on-going professional development by critically reflecting on and adapting their own practice.
- Engages teachers in a systematic process of collaboration in which teachers work together to analyse and improve their classroom practice
- Raises teacher's awareness of the research that exists around teaching styles, strategies and various subject areas.

Curriculum

At Seven Mills, our curriculum vision was created by our teaching staff, and is based on our belief in **personalised learning, ambition, compassion** and **empowerment**. We deliver this by:

- Providing a challenging curriculum for all, alongside personalised planning to meet children's specific needs.
- Sequencing children's acquisition of skills through rigorous progression mapping that builds on prior knowledge.

Ambitious, Compassionate & Empowered

- Developing the whole child, through a broad and balanced curriculum, alongside breadth of experience and opportunity.
- Being outwardly looking, by making relevant links to our community, our country and the wider world.
- Being forward looking, by exposing children to a range of possible career paths and developing essential life skills.
- Promoting equality and respect for others, with a particular focus on gender equality and inclusivity.

Inclusion

Seven Mills is proud to be an inclusive school, committed to providing quality education to all students, regardless of special educational need or disability. To that end, we invest significantly in our SEND provision, offering a resource base for children with ASD led by our specialist teacher, a comprehensive package of interventions led by a dedicated member of staff, private speech and language therapists and TAs trained in SEMH interventions. In addition, we have high expectations of our teaching team in order to deliver personalised curricula and quality first teaching strategies.

Specialist teachers



At Seven Mills we have a real commitment to the arts and outdoor education in order to ensure the children have a truly broad and balanced curriculum. To this end, we have a specialist teacher for music who takes music curriculum lessons as well as instrument lessons and singing assemblies. We also have a specialist PE teacher who teaches all the PE. We use external expertise to lead exciting arts projects. Having these specialist teachers ensures that experts in their fields can really bring the curriculum to life for all the children.

Staffing Structure

Headteacher	
Joanna Bates	

Assistant Headteacher	
Jodie Taylor	Maddy Tee

Year Group	SEN Teacher and SENCo	Support Staff LSA
ASD Provision	Alexandra Smith	Kimberley Rabin and team

Class teachers	Teaching Assistants
Nursery	Supported by SEND teaching assistants according to the needs of the pupils in the class
Reception	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Rainbow Room special provision	

PPA/Support Teachers	
Music	PE

Wellbeing Offer



At Seven Mills, we define wellbeing as ‘a state of being physically, socially and emotionally cared for’; ‘being comfortable, healthy and happy’; ‘being resilient and able to cope with challenges’.

The biggest asset Seven Mills has is its staff; the biggest asset they have is their health and wellbeing. At Seven Mills we aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our pupils and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives.

At Seven Mills we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- Offering additional PPA / non-contact time and additional discretionary cover.
- Allowing PPA to be taken at home where possible.
- Employing specialist teachers to cover PE, and music.

Ambitious, Compassionate & Empowered

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Investing in the Tower Hamlets Education Partnership (THEP) for training and support.
- Offering planning support; support with teaching and learning, and subject knowledge expertise.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No expectation for formal written lesson plans, unless requested by SLT.
 - PPA cover teachers' plan, mark and assess their own lessons.
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (07:00 - 18:00).
- Having an SLT team that teaches - we believe that having members of the SLT on the ground, experiencing the day to day pressures of teaching, is the best way to ensure we don't lose sight of the demands and pressures of working in a one form entry school.
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning
- Encouraging staff to talk about wellbeing, share concerns and ask for help.