



**Kenmont Primary School**

**Class Teacher Appointment**

**Information for Candidates**

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# Kenmont Primary School

Executive Head teacher: David Collins  
Head of School: Andrew Connell  
Deputy Head teacher: Karen Roberts

Valliere Road,  
London, NW10 6AL  
0208 969 4497  
[www.kenmont.lbhf.sch.uk](http://www.kenmont.lbhf.sch.uk)  
[admin@kenmont.lbhf.sch.uk](mailto:admin@kenmont.lbhf.sch.uk)

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Letter from the Executive Head teacher

June 2024

Dear Candidate,

On behalf of the Staff and Governors, I would like to thank you for the interest you have shown in our advertisement for a new teacher at Kenmont Primary School.

We intend to appoint a committed, knowledgeable and determined teacher. The successful candidate will have the vision and skills to support the Executive Head and Head of School by working as part of the staff team in developing Kenmont as a school at the centre of our local community. Initially this position is likely to be within a Kay Stage One Class.

Kenmont is a one-form entry nursery and primary school located in the College Park area within the London Borough of Hammersmith and Fulham. It is very popular with local families, who value the benefits that a small school offers, including a close community, committed staff and an ethos that values each child. We are dedicated to providing an inspiring and engaging curriculum.

Our school is a community school maintained by Hammersmith and Fulham Local Authority. The school is situated in the North West of the Borough and many of our pupils come from the neighbouring Borough of Brent.

Kenmont is part of a Federation with Brackenbury Primary and Wendell Park Primary Schools, both in LBHF. We share an Executive Head teacher and offer staff many opportunities to work with colleagues across our federation of schools, sharing best practice as well as undertaking joint professional development

You will see from the enclosed pack that ours is a caring, inclusive school and we are looking to appoint someone who will maintain and build on the ethos that has been created.

Governors are keen to ensure that our school continues to develop in order to provide the best environment for learning, maximizing opportunities and attainment outcomes for our children.

I hope that you will decide to apply and, if this is the case, please include with your completed application form your supporting statement, which should relate closely to the personal specification as well as identifying your vision for Primary teaching. The completed form should be emailed to [admin@kenmont.lbhf.sch.uk](mailto:admin@kenmont.lbhf.sch.uk).

We look forward to receiving your application and thank you once again for your interest.

Yours sincerely,

Executive Head Teacher

Kenmont Primary School is a successful, vibrant and popular one-form entry school in College Park in the London Borough of Hammersmith and Fulham, close to the border with Brent. We are a happy, inclusive school, which is firmly committed to raising standards of achievement. The community we serve is culturally and socially diverse, and the school is fully reflective of that diversity. We were graded 'good' by OFSTED in January 2023.

We are looking for someone who can support the school to active our vision:

**At Kenmont, our vision is for all our children to be able to reach their full potential, be ready for the next stage of their education and to be life-long learners.**

The Kenmont Way nurtures confidence and happiness by experiencing a creative, broad and balanced curriculum underpinned by the Kenmont Values.

We have high expectations for all children in their academic learning, responsibility to their community and as future global citizens.

#### **We are seeking to appoint someone who....**

- Has relevant experience of teaching across KS1 and / or KS2.
- Is an inclusive and inspiring teacher
- is ambitious and energetic and can ensure high quality provision
- Has excellent interpersonal skills and qualities that motivate children
- Is a committed, adaptable team player with excellent communication and organisational skills
- For a UPR appointment, experience of leading a subject / phase and a willingness to have a whole school impact in the area they will lead.

#### **We offer...**

- Inner London Salary.
- UPR to take on a wider leadership responsibility
- A creative environment which welcomes innovation and new ideas
- Enthusiastic, friendly children with a love of learning
- The opportunity to work in a 'good' school alongside an enthusiastic and supportive team of teachers and support staff, well behaved children, a dedicated governing body and friendly parents
- A supportive CPD programme, both at school and borough level.

## Kenmont Primary School - Data

Type of school	Maintained Primary School
Age range	3-11
Location	College Park, NW10
Denomination	Non denominational
Co-educational or single sex	Mixed
Budget	Budget of approx. £1 Million. Budget in balance.
Number of children on roll	207
Average class size	Max class size 30. One form entry of 30 pupils in each year group
Date school established	1884
% children entitled to pupil premium	40%
% children with EAL	54%
EYFS 2023 - % of children with GLD	79%
<p>KS1 results 2023</p> <p>Key ES = Expected Standard GDS = Greater Depth</p>	<p>Reading 69% ES 24% GDS</p> <p>Writing 69% ES 16% GDS</p> <p>Maths 69% ES 24% GDS</p>
<p>KS2 results 2023</p> <p>Key ES = Expected Standard GDS = Greater Depth</p>	<p>Combined RWM 47% ES 6% GDS</p> <p>Reading 53% ES 35% GDS</p> <p>Writing 83% ES 18% GDS</p> <p>Maths 53% ES 6% GDS</p>



## ROLE PROFILE

### Class Teacher & Subject Leader

**ROLE TITLE: Main scale Teacher**

**1. JOB PURPOSE:**

*To provide an effective education meeting the needs of the children within the school.*

*To ensure teaching is consistently good or better*

**2. DIMENSIONS**

**Students:**

Ensure that all pupils in cohort make progress commensurate with abilities, national expectations and prior performance.

Meet the educational, social, emotional, physical, cultural needs of all individual pupils within cohort

**Staff & Other Adults:**

Ensure the effective deployment of all adults working within the class environment ensuring effective and appropriate contribution to the learning of all pupils.

Maintain high standards of professionalism and maintain professional working relationships with all colleagues.

**Financial:**

Manage class and subject budgets in accordance with school priorities as identified within the School Improvement Plan – setting and meeting budget plans.

**3. PRINCIPAL ACCOUNTABILITIES:**

**Accountability Context: Teacher**

The education and welfare of a designated class/group of pupils, in accordance with the requirements of the Conditions of Employment of School Teachers, having due regard to the requirements of the National Curriculum, the school's

aims, objectives and schemes of work, and the policies of the governors.

*DfE: Pay & Conditions*

### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

### **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils'

education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, 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 involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

#### **Accountability Context: Subject Leadership**

To provide professional leadership and management for a subject(s) to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

- Provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objective of the school and the subject
- Ensure high standards of teaching and learning in the subject
- Play a major role in the development of school practice and policy for the subject
- Plan and organise the curriculum throughout the school, establishing how good standards, continuity and progression can be achieved and sustained
- Monitor and evaluate effectiveness of policy, assessment, teaching and learning, curriculum and pupil progress
- Keep schemes of work up-dated, with clear level indicators and markers of



progress

- Be aware of planning and classroom practice in the subject throughout the school
- Be pro-active in advising and supporting colleagues in curriculum planning and delivery.
- Identify strengths and development areas, devise annual action plan and evaluate impact of actions taken
- Procure, organise and maintain resources, be responsible for delegated budgets
- Support the school's aims, vision and key priorities, by contributing and responding to school development work, in-service programmes and other professional development opportunities, advising and supporting colleagues as necessary
- Liaise regularly with the Head Teacher, revising written statements of policy and good practice annually with regard to subject specific needs and developments through effective monitoring, enabling them to make well-informed decisions linked to the school's priorities
- Maintain up to date curriculum file
- Lead Curriculum Team activities for subject area

#### **4. CONTEXT**

##### **A) Operating Environment**

Responsibility for a class of primary age pupils.

Responsibility for subject area/s as determined by the Headteacher.

Operate within the school environment, school community and wider school/education environment beyond the school

##### **B) Framework and Boundaries**

Work, behaviour and action is carried out in accordance with all school policies.

To perform in accordance with any directions or duties which may be reasonably given by the Headteacher

##### **c) Organisation**

Receive 10% of total taught time as non-contact for PPA (Planning, Preparation and Assessment)

#### **5. RELATIONSHIPS**

##### **A) Staff Liaison and Management**

###### **Teaching assistants:**

- Regular daily / weekly meetings with teaching assistants to direct and monitor their activities in relation to pupil learning.

###### **SENCO**

- Termly meetings to ensure SENCO is well informed about progress, classroom practice and issues relating to learning.

##### **B) My Line Manager**

###### **Headteacher**

- Liaise regularly with headteacher ensuring their good understanding of

developments and issues relating to the class and relevant relationships.

### **C) Other Contacts**

#### **i) within the school**

##### **Administration and Site Staff**

- Ensure that admin and site staff are well informed about class activities and cohort information is provided within published timeframes in order to enable them to carry out their roles effectively.

#### **ii) Outside the school**

##### **Other Adults**

- Brief parent helpers and liaise regularly whilst they undertake work within the classroom.

## **6. KNOWLEDGE AND EXPERIENCE**

- Have a thorough and up to date knowledge of the relevant aspects of the National Curriculum and related National Strategies.
- Take account of further curriculum guidance in planning and teaching.
- Understand the contribution that ICT can make to teaching and have the appropriate knowledge and skills to use ICT in your teaching.
- Understand and utilise the connections between different curriculum subjects.
- Firm understanding of primary school practice and different approaches to learning.
- High expectations and commitment to raising standards of attainment, good understanding of the processes of target setting and monitoring pupil achievement.
- The ability to enthuse and motivate others.
- Good organisational skills.
- Be an effective team worker.
- Have the ability to develop supportive and caring relationships with pupils.
- Have the ability to lead and guide the practice of others in their delivery of the curriculum and their understanding of subject specific learning.

## **7. CHARACTERISTICS/ COMPETENCIES**

### **Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

**Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**

**Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

- *Passion for Learning:* The drive and ability to support pupils in their learning and to help them become confident and independent learners
- *Challenge and Support:* a commitment to do everything possible for each pupil and to enable all pupils to be successful
- *Team Working:* the ability to work with others to achieve shared goals
- *Flexibility:* the ability and willingness to adapt to the needs of a situation and to change tactics
- *Information seeking:* a drive to find out more and to get to the heart of things; intellectual curiosity
- *Developing potential:* works to develop the long term capabilities and potential of others
- *Drive for Improvement:* relentless energy for setting and meeting challenging targets for both pupils and the school

## **7. JOB CHALLENGES**

- Identifying, recognising and responding to the complexities and diversity of pupils' needs, ensuring they make appropriate progress and their needs are met
- Taking the initiative for creating opportunities for the development of own learning, setting and meeting personal targets as distinct from those identified within the PM process
- Fostering and maintaining positive relationships with colleagues, parents, community and Governors

## **8. ADDITIONAL INFORMATION**

- Planning for sequences of lessons to be clearly available for classroom cover/monitoring purposes
- Lessons to begin promptly and in-line with the school's timetabled working hours
- Keep a record of all your CPD activities; courses, non-contact time, observing/working alongside colleagues, action research, networking, school visits, internal training, 1-1 support for planning and delivery, shadowing of other roles etc.

## ***EXERCISE OF GENERAL PROFESSIONAL DUTIES***

A teacher shall carry out the professional duties of a school teacher as circumstances may require and shall perform, in accordance with any directions which may be reasonably given to him/her by the Headteacher from time to time, such particular duties as may reasonably be assigned to him/her and in line with the 1998 pay and conditions document.

## Kenmont Primary School

### Teacher

#### Person Specification

<b>JOB REQUIREMENTS</b>	<b>ESSENTIAL</b>		<b>DESIRABLE</b>	
PROFESSIONAL QUALIFICATIONS	<ul style="list-style-type: none"> <li>Qualified Teacher.</li> <li>BEd, PGCE, Cert Ed.</li> </ul>	<b>F</b>	<ul style="list-style-type: none"> <li>Evidence of further study.</li> </ul>	<b>F</b>
PROFESSIONAL EXPERIENCE	<ul style="list-style-type: none"> <li>Substantial, recent and successful teaching experience within Early Years, Key Stage 1 or Key Stage 2</li> <li>Excellent classroom practitioner.</li> <li>ICT accomplished.</li> <li>(For TLR, experience of leading a subject and a passion for the teaching of maths)</li> </ul>	<b>F</b>  <b>R</b>  <b>F/O</b>	<ul style="list-style-type: none"> <li>Successful experience in more than one school.</li> <li>Experience of teaching, Key Stage 1 and Key Stage 2.</li> </ul>	<b>R/O</b>  <b>F</b>
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> <li>Understanding of what constitutes excellence in education.</li> <li>Ability to demonstrate theoretical knowledge in excellent and innovative practice.</li> </ul>	<b>F/I</b>  <b>F/I</b>		
MANAGEMENT AND LEADERSHIP	<ul style="list-style-type: none"> <li>Motivate and inspire pupils, staff, parents, governors and the wider community.</li> <li>Evidence of working within a professional team successfully.</li> <li>Set high standards and provide a role model for pupils and staff.</li> <li>Proven success of leading a subject</li> </ul>	<b>R</b>  <b>R/I/F</b>  <b>F/R</b>	<ul style="list-style-type: none"> <li>Experience of an OFSTED inspection.</li> </ul>	<b>F</b>
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> <li>Excellent communication with governors, staff, parents and children.</li> <li>Ability to make decisions.</li> <li>Able to prioritise, evaluate, plan and organise.</li> <li>Ability to delegate,</li> </ul>	<b>R/I</b>  <b>F/I</b>		

	<p>motivate, mediate, consult and encourage.</p> <ul style="list-style-type: none"> <li>• Excellent verbal, written and presentation skills.</li> <li>• Approachable, caring and relates well to children.</li> <li>• Ability to deal sensitively with people and resolve conflicts.</li> <li>• Ability to work under pressure and to deadlines.</li> <li>• Prepared to ask for advice and support where appropriate.</li> <li>• Ability to listen to children and respect their opinions.</li> <li>• Demonstrates commitment to on-going personal development.</li> </ul>	<p><b>F/R</b></p> <p><b>R/I</b></p> <p><b>F/I</b></p> <p><b>O/R</b></p> <p><b>R/I/O</b></p>		
CURRICULUM	<ul style="list-style-type: none"> <li>• Clear philosophy about how children learn.</li> <li>• Understanding of the teaching and learning requirements across the primary phase.</li> <li>• Can identify characteristics of effective teaching and models of curriculum and assessment.</li> <li>• Has good understanding of special needs at both ends of the spectrum.</li> <li>• Up-to-date knowledge of all aspects of the National Curriculum.</li> </ul>	<p><b>F/I</b></p> <p><b>F/I</b></p> <p><b>I</b></p>	<ul style="list-style-type: none"> <li>• Experience of cross-curricular activities and planning.</li> </ul>	<b>F/I</b>
GOVERNORS, PARENTS AND COMMUNITY	<ul style="list-style-type: none"> <li>• Support and encourage parents to participate in the education of their children.</li> <li>• Understand the importance of effective liaison with infant and secondary schools.</li> <li>• Understand the key issues associated with a Primary School.</li> </ul>	<p><b>I/R</b></p> <p><b>I</b></p>	<ul style="list-style-type: none"> <li>• Experience of working with other education agencies.</li> <li>• Experience of working with a Governing body.</li> </ul>	<p><b>F</b></p> <p><b>F/R</b></p>
VISION AND PHILOSOPHY	<ul style="list-style-type: none"> <li>• A clear personal vision, ethos and direction which supports children's learning.</li> <li>• Ability to value and understand the whole personal development of children.</li> <li>• A clear understanding of</li> </ul>	<b>F/I</b>		

	the difference between achievement and progress and the importance of both.	<b>I/O</b>		
SCHOOL SPECIFIC NEEDS	<ul style="list-style-type: none"> <li>• Has empathy and a strong commitment to the pupil centred ethos.</li> <li>• Has the ability to quickly unite staff, establish and sustain an effective team spirit</li> </ul>	<b>F/I</b>  <b>F/I</b>		

Key to where evidence may be found:

**F** = Form.      **O** = Observation      **I** = Interview      **R** = Reference