



TEACHER **RECRUITMENT PACK**

MAY 2025

DRAYTON PARK SCHOOL

Arvon Road, London, N5 1PJ ★ Tel: 020 7607 4142

Email: admin@draytonpark.islington.sch.uk

Website: www.draytonpark.islington.sch.uk

Headteacher: Annabelle Kapoor



DRAYTON PARK SCHOOL

ABOUT US

Drayton Park is a community maintained primary school in the heart of Islington. We are a happy, vibrant and creative school which encourages positive attitudes to learning and where staff, pupils and the wider community come together to provide the highest standards of education.

We are seeking a class teacher to teach a Key Stage 2 class from September.

We hope you are:

- Someone who loves helping children learn.
- An excellent teacher, looking to sharpen your skills further.
- Committed to supporting and including the broadest range of pupils.
- Great at collaborating with colleagues and passionate about building community.
- Committed to following the school's policies and ethos, whilst helping us make them even better.
- Great at solving problems with innovative ideas and a positive approach.
- Open to receiving feedback and support to develop yourself.
- Committed to nurturing partnerships with parents and the wider community.

We offer:

- An ambitious commitment to learning for every child.
- Pride in our diversity, warm culture and sense of community.
- Great children who enjoy and value their learning.
- Supportive management, committed to staff as well as pupil well-being.
- A strong sense of teamwork and collaboration.
- A commitment to excellent continuous professional development.
- A creative and innovative approach to everything we do.

Visits to the school are welcomed and can be organised by contacting the school office on 020 7607 4142.



JOB DESCRIPTION

POSITION: KS2 CLASSROOM TEACHER

GRADE: MAIN PAY SCALE M1-M4 (ECTs welcome)

RESPONSIBLE TO: PHASE LEADER

RESPONSIBLE FOR: TEACHING A CLASS

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's vision statements and development plan.

MAIN RESPONSIBILITIES

Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.



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Communicating and working with others

- Communicate effectively with children and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working.

Personal and professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.



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Assessment and monitoring

- Know the assessment requirements and arrangements for the subjects and curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

English, Maths and IT

- Know how to use skills in English, maths and IT to support their teaching and wider professional activities.

Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.



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- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

PROFESSIONAL SKILLS

Planning

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.



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Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range taught, including:
 - (a) use of an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - (b) building on the prior knowledge and attainment of pupils so that they meet learning objectives and make sustained progress
 - (c) developing concepts and processes which enable learners to apply new knowledge, understanding and skills
 - (d) adapting language to suit learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - (e) managing the learning of individuals, groups and whole classes effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.



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Learning environment

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- (d) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (e) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- (f) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



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PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.



PERSON SPECIFICATION

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GRADE: MAIN PAY SCALE M1-M4 (ECTs welcome)

RESPONSIBLE TO: PHASE LEADER

RESPONSIBLE FOR: TEACHING A CLASS

ESSENTIAL CRITERIA

EDUCATION AND EXPERIENCE

E1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.

SKILLS, KNOWLEDGE AND ABILITIES

Teaching and Learning

E2. Proven experience of high standards of classroom practice, leading to excellent learning and progress for pupils.

E3. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

E4. Evidence of the ability to use assessment to inform your teaching and empower children with self-awareness as learners.

E5. Evidence of the ability to successfully organise the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

E6. Evidence of excellent subject knowledge and of the requirements of the National Curriculum.



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E7. The ability to create and maintain a stimulating learning environment.

E8. Evidence of good organisational skills, in particular the ability to sustain a high standard of planning and marking.

Behaviour and Ethos

E9. Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.

E10. An understanding of behaviours for learning and the ability to develop these in children.

Commitment to Excellence

E11. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

E12. Evidence of a commitment to your own development, including a positive approach to feedback and a willingness to work with others to develop your teaching.

E13. A commitment to following the school's policies and procedures in full, and to helping the school develop and improve them.

Interpersonal Skills

E14. Evidence of good interpersonal skills and the ability to work collaboratively as a member of a team, developing and maintaining productive relationships with all members of the school community.

E15. The ability to work with others to risk-take and innovate, in a planned and coordinated way.

Communication

E16. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

E17. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.



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Record Keeping

E18. Evidence of knowledge and understanding of effective record keeping and its use to promote the educational and personal development of all children within the school.

Health and Safety

E19. An understanding of your responsibility as class teacher with regard to the health and safety of pupils in your care.

E20. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

E21. A commitment to deliver services with the framework of the school's safeguarding and equal opportunities policies.

SPECIAL CONDITIONS OF SERVICE

Drayton Park School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at their interview.

EQUAL OPPORTUNITIES

Drayton Park is an inclusive organisation and would welcome applications from people who identify as being from an ethnic minority or who consider themselves disabled. We will actively ensure that your gender, sexual orientation, age, religion or belief, and marital status will not prejudice your application or likelihood of employment.