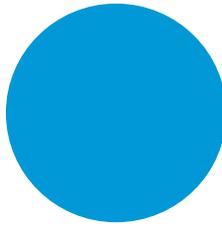
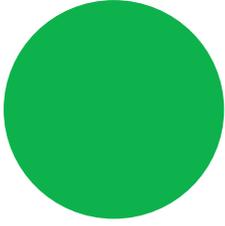
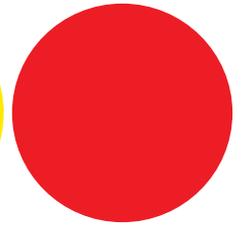
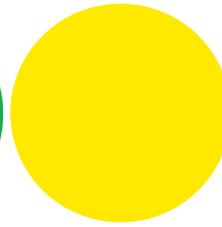


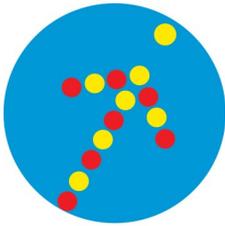
contribute



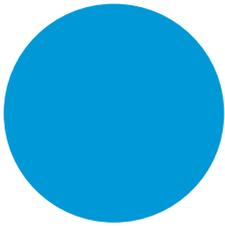
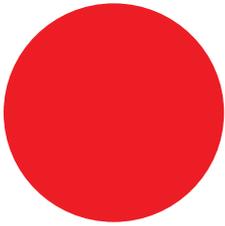
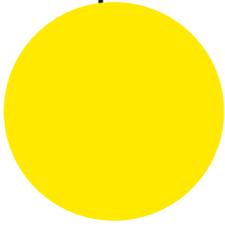
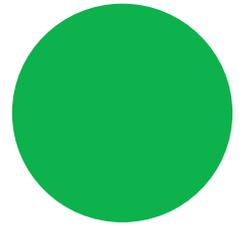
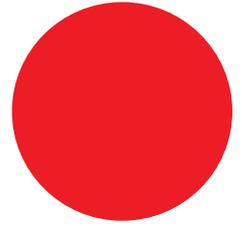
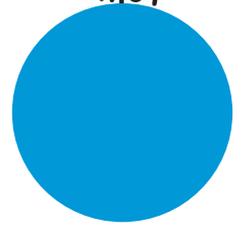
team work



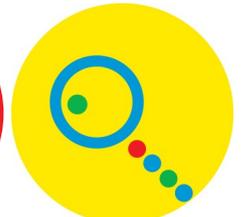
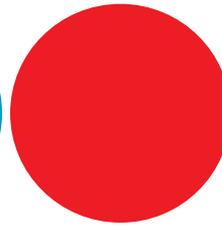
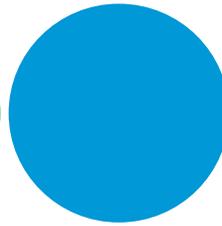
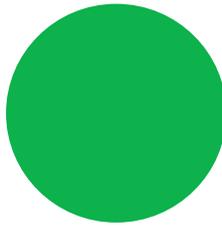
enjoy



aspire



respect



enquire

Phase Leader and Curriculum Leader Candidate Information Pack

A place of learning,
laughter and friendship

www.thomasbuxton.towerhamlets.sch.uk



Thomas Buxton
Primary School
Learning Together



A very warm welcome to Thomas Buxton Primary School.

welcome



Thank you for your interest in the post of **Phase Leader and Core Curriculum Leader** at Thomas Buxton.

These are extraordinary times and it is helpful to find out as much about a school as you can before making an application. I encourage you to make the most of our school website; it really does reflect the ethos and spirit of our wonderful school community.

Firstly, we have the best children in all of London! They are keen to learn, well behaved and they really enjoy coming to school. Our parents and carers value education and support the school brilliantly. We are a happy, successful and forward-thinking school community set in the heart of Whitechapel. Using the local area and amazing locations in central London is important to us in bringing the curriculum to life and making learning meaningful to children.

If you are successfully appointed, we offer you a commitment to your professional development as part of a dynamic team. Clear systems and structures ensure that there is transparency and good communication throughout the school.

Our school motto is “Learning Together” and it is expected that we all demonstrate this, whatever our role in school. Tower Hamlets is a supportive and inclusive Local Authority; and is a great place to work. Strong networks between schools (informally and formally through the E1 Schools Partnership) mean that there is a strong sense of identity and loyalty to the children and community we serve.

On our school website, you will find other key information about the school - the prospectus, school improvement plan and teaching and learning policy - which will give a broader picture of who we are and if we are the right place for you. We look forward to receiving your application.

Lorraine Flanagan
Headteacher

Contact details

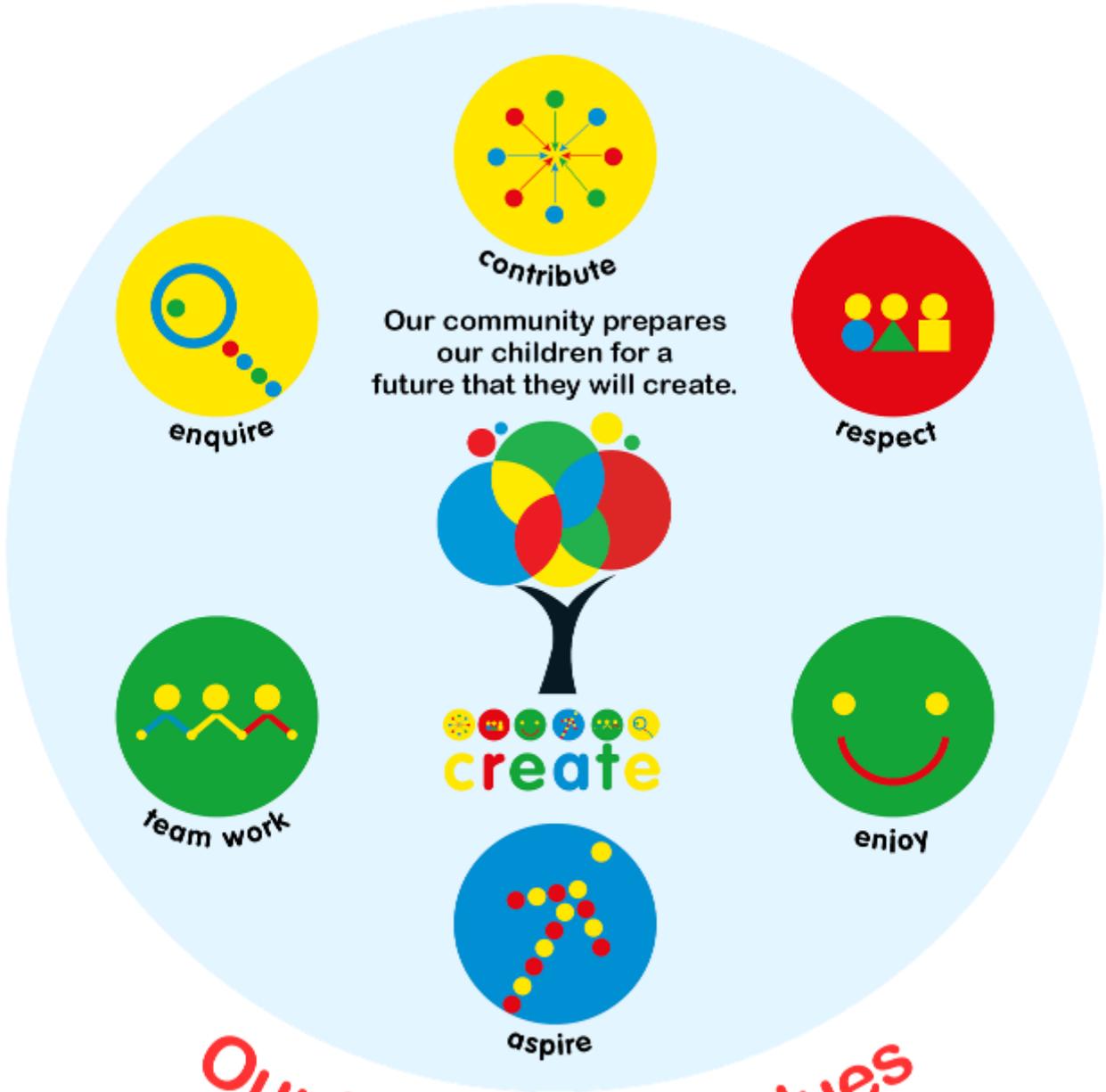
Thomas Buxton
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London E1 5AR

Tel: 020 7247 3816
Fax: 020 7247 3842

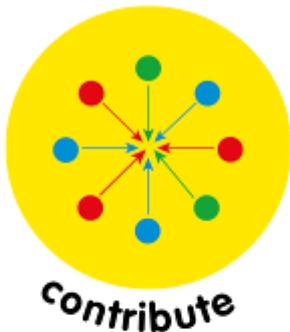
admin@thomasbuxton.
towerhamlets.sch.uk

www.thomasbuxton.
towerhamlets.sch.uk

our
vision and
values



our values explained



contribute



respect

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

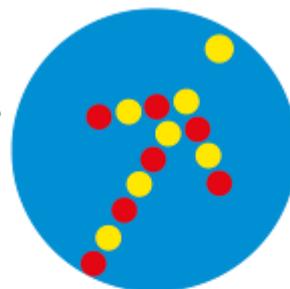
Aspire Aim high to ensure that everyone fulfils their potential.

Teamwork Our collective culture ensures children, families and staff work and learn together.

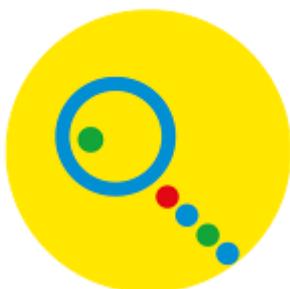
Enquire Ask questions, take risks, nurture curiosity and make discoveries.



enjoy



aspire



enquire



team work

job description



Post title:	Class Teacher / Phase Leader with responsibility for core curriculum area
Grade:	MPR/UPR + Teaching and Learning Responsibility Point 2c
Responsible to:	Headteacher, Assistant Headteacher
Staff supervised:	Class Teachers within the Phase
Responsible for:	Leadership and management of Key Stage 1/Upper or Lower KS2 and curriculum area.

Generic teacher role

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document and subject to any amendments due to government legislation. To do this to the standard required in the Teachers' Standards Document (revised April 2013). This includes any duties as may be reasonably directed by the Headteacher.
- To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language.
- To be committed to and actively promote the school's equal opportunities policy.
- To uphold the school's principles and policies which underpin good practice and the raising of standards.

Job purpose

- To support, hold accountable, develop and lead the Phase Team in order to secure high quality teaching, to ensure the effective use of resources and secure high standards of learning and achievement for all pupils.
- To lead and monitor all aspects of the core curriculum subject delegated within the role.

- To ensure that all requirements of the National Curriculum orders for the areas of responsibility are met.
- To contribute effectively to the school performance management system as an appraiser.
- To be a member of the Leadership and Management Team and contribute as required to whole school management and leadership, beyond your designated curriculum area.

In addition to carrying out the professional duties of a teacher (as described in the 'School Teachers' Pay and Conditions Document') the Phase Leader will be responsible for:

Senior management responsibilities

- To lead a team of teachers and support staff.
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
- To be involved with the development of whole school policies from 3-11 within your own subject area and within others.
- To be an active member of the Leadership and Management Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
- To actively support all policy decisions.
- To work with the Leadership team on interpreting and using data to set effective targets to raise achievement.
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
- To co-ordinate and assist with school events, during and out of school hours.
- To organise and lead assemblies.
- To actively support staff in maintaining high standards of behaviour among all pupils throughout the school.
- Present initiatives, policies and progress against the School Improvement Plan targets to Governors and other Stakeholders.

Appraisal criteria

Appraisal assessment will be based on the responsibilities listed above and measured against the Teachers' Standards (revised April 2013).

Judgements will be made against these as part of the school's performance management cycle. In addition, the following standards will be considered where there is an application to progress through the threshold and onto UPR2 and UPR3:

Knowledge and understanding

Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work.

Teaching and assessment

- Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPR2 level: *with the majority of your lessons at least "good" or better.*
- Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback and at UPR3 level:
 - ⇒ Make a distinctive contribution to raising pupil standards (Ref STRB)

Pupil progress

Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken).

Wider professional effectiveness

- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- Make an active contribution to the policies and aspirations of the school.
- At UPR2 level:
 - ⇒ seek to share your expertise with colleagues (ref AESOPP).
- At UPR3 level:
 - ⇒ Take advantage of appropriate opportunities for professional development.
 - ⇒ Use professional development effectively to improve pupils' learning.
 - ⇒ Contribute effectively to the work of the wider team.
 - ⇒ Play a critical role in the life of the school (ref STRB).

Professional characteristics

Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils,
- analytical thinking,
- taking positive action to improve the quality of pupils' learning.
- At UPR3 level:
 - ⇒ provide a role model for teaching and learning (ref STRB).



Conditions of service

Equal opportunity

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

Safeguarding children

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

- In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>.
- As an organisation which uses the Disclosure and Barring service, the Governing Board of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they

are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.

- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Please view our Safeguarding Policy which is available on our school website: <https://.thomasbuxton.towerhamlets.sch.uk/policies/safeguarding>

Please view the following policies on our school website:

<https://www.thomasbuxton.towerhamlets.sch.uk/vacancies>

TBP LBTH Recruitment and Selection Guidance 2025

TBP Safer Care and Professional Code of Conduct 2025

Job description agreement

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

The post holder will be line managed and performance managed by the Deputy Headteacher.

The above job description was agreed on
 This job description will be reviewed regularly and may be subject to change with appropriate consultation.

.....


Signed by Post holder

Signed by Headteacher



**person
specification**

We seek a person who communicates enthusiasm, drive, determination and a sense of humour in order to inspire and motivate children. Please construct your personal statement to show evidence of:

Criteria	Qualities	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> Qualified Teacher Status (QTS). 	Y	
	<ul style="list-style-type: none"> Evidence of recent professional development relevant to the post. 	Y	
	<ul style="list-style-type: none"> Evidence of successful appraisal outcomes (linked to the Teacher Standards) for past 3 years. 	Y	
Experience	<ul style="list-style-type: none"> Previous experience of teaching in schools within a wide range of ethnic, social and religious communities. 	Y	
	<ul style="list-style-type: none"> Experience of leading, developing, implementing and evaluating whole school policy in a leadership role. 	Y	
	<ul style="list-style-type: none"> Experience of having initiated and successfully managed change with a track record of success. 	Y	
	<ul style="list-style-type: none"> A thorough knowledge of target setting and experience of using data analysis to impact upon learning and teaching. 	Y	
	<ul style="list-style-type: none"> Involvement in preparing reports for the Leadership team, Governors, SEF, LA and OFSTED. 	Y	
Abilities and skills	<ul style="list-style-type: none"> The ability to provide a well organised and vibrant learning environment. 	Y	
	<ul style="list-style-type: none"> Ability to work consistently, prioritise and delegate appropriately, to handle pressure and to work to deadlines. 	Y	
	<ul style="list-style-type: none"> Necessary skills to manage, develop, monitor, evaluate and report on standards of attainment & progress, curriculum areas, learning & teaching, data analysis. 	Y	



Criteria	Qualities	Essential	Desirable
Abilities and skills continued	<ul style="list-style-type: none"> Ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers, staff, governors, LA and the wider community. 	Y	
	<ul style="list-style-type: none"> Ability to develop and maintain appropriate relationships and establish effective partnerships with pupils, parents/carers, colleagues and governors. 	Y	
	<ul style="list-style-type: none"> Ability to work collaboratively with other local schools, external agencies and the LA to benefit the children. 	Y	
	<ul style="list-style-type: none"> Ability to lead, develop and inspire teams to ensure the school moves forward. 	Y	
Knowledge	<ul style="list-style-type: none"> Understanding of strategies for promoting pupils' moral, social and cultural development and the needs of a child with special educational needs or English as an additional language. 	Y	
	<ul style="list-style-type: none"> Knowledge of relevant legislation and new developments, underpinning school management, organisation and the curriculum. 	Y	
	<ul style="list-style-type: none"> A knowledge of strategies, policies and practice that promote equality of opportunity. 	Y	
	<ul style="list-style-type: none"> Knowledge of effective teaching and learning strategies and practice in the use of behaviour management. 	Y	
	<ul style="list-style-type: none"> Awareness and commitment to safeguarding and promoting the welfare of children and expecting all staff to share this commitment. 	Y	

person
specification

Criteria	Qualities	Essential	Desirable
Leadership and Management Experience	<ul style="list-style-type: none"> Proven evidence of leadership ability and skills necessary to inspire, motivate and work collaboratively with the school community to develop the school. 	Y	
	<ul style="list-style-type: none"> Ability to share knowledge and vision to motivate staff and children, and to recognise and develop individuals' full potential. 	Y	
	<ul style="list-style-type: none"> Ability to maintain and develop procedures to promote high standards of behaviour, discipline and attendance throughout the school with the cooperation of and consultation with, children, parents, staff and governors. 	Y	
Teaching and Learning	<ul style="list-style-type: none"> A secure understanding of the requirements of the National Curriculum or Early Years Foundation Stage. 	Y	
	<ul style="list-style-type: none"> A record of consistently good or better teaching through the appraisal process. 	Y	
	<ul style="list-style-type: none"> Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. 	Y	
	<ul style="list-style-type: none"> A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. 	Y	
	<ul style="list-style-type: none"> Knowledge and experience of a range of successful learning and teaching strategies to meet the needs of all pupils. 	Y	



TLR responsibilities



about
our
school



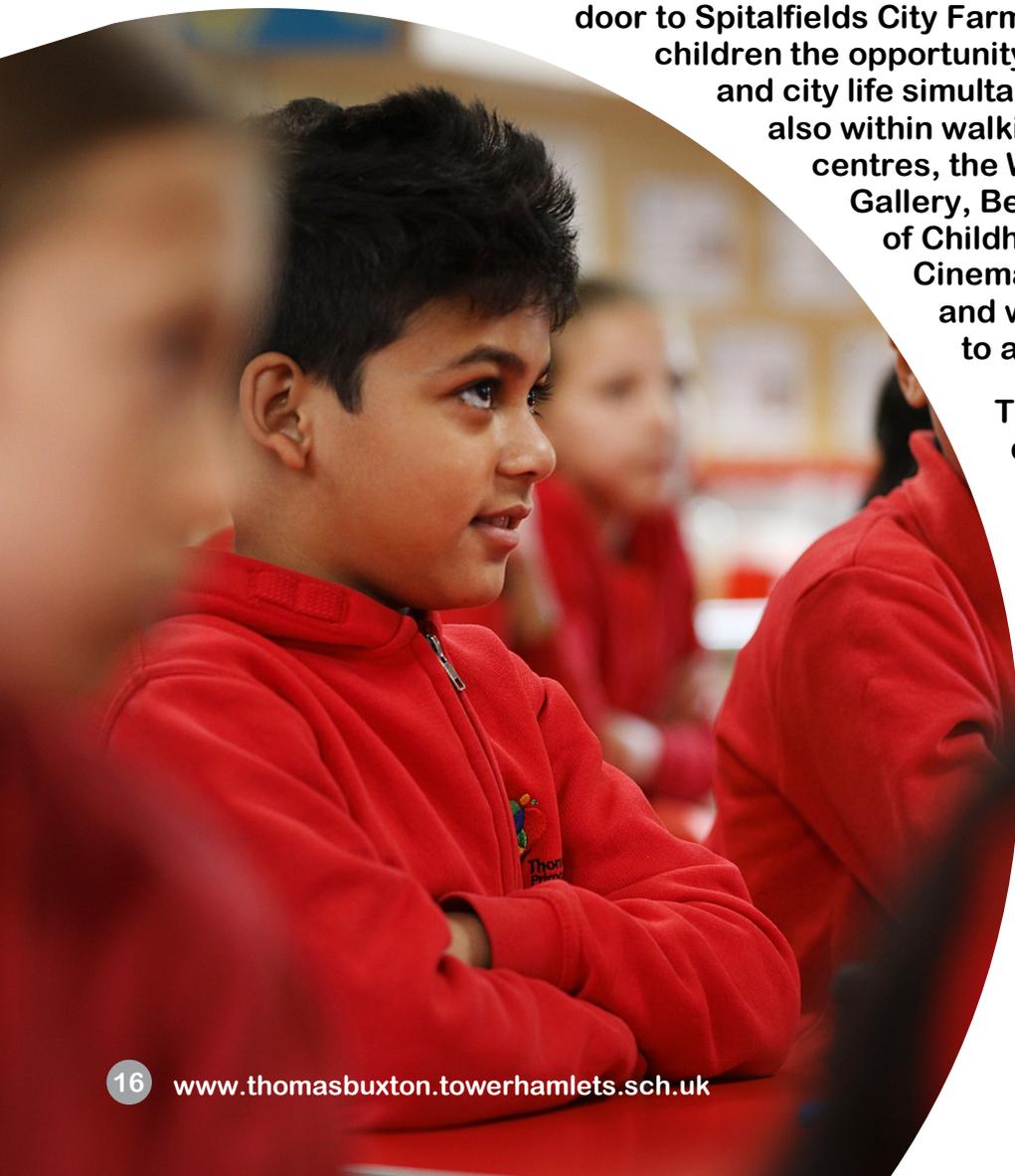
Thomas Buxton Primary School

Thomas Buxton Primary School opened on 26th April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School.

The school is a larger than average, 2 form-entry, community maintained school with up to 480 pupils on roll. Children are aged from 3-11 years old. The school is in a single-storey building with spacious, well- resourced outdoor areas for play and learning.

We are situated in Whitechapel, within the London Borough of Tower Hamlets, an area of considerable socio-economic contrasts. It is a diverse and vibrant area with good access to all that the capital has to offer. We take full advantage of the facilities and experiences both locally and in central London to enrich the children's learning. We are close to green spaces Allen Gardens and Weavers Fields, and right next door to Spitalfields City Farm - which offers children the opportunity to experience rural and city life simultaneously. The school is also within walking distance of cultural centres, the Whitechapel Art Gallery, Bethnal Green Museum of Childhood and the Rich Mix Cinema and Arts complex – and we are regular visitors to all.

The ongoing development in the immediate vicinity of the school is juxtaposed against; the wealth of the City, the traditional food services on Brick Lane and the new energy of the modern media industry spreading out from Shoreditch.





All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please

Complete your application form and personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date.

Provide two professional references, one of whom must be your current Headteacher/employer.

Return completed applications to Oseme Boucher, School Business Manager, via email
recruitment@thomasbuxton.towerhamlets.sch.uk

Key dates

- Closing date for applications: Monday 20th April 2026 9.00am
- School visits on 14/15/16 April 2026 9.15am or 2pm
- Interviews will be held in school on: Monday 27th April 2026
- All applications will be acknowledged.

Further information

Please visit the school website

www.thomasbuxton.towerhamlets.sch.uk or

please email:

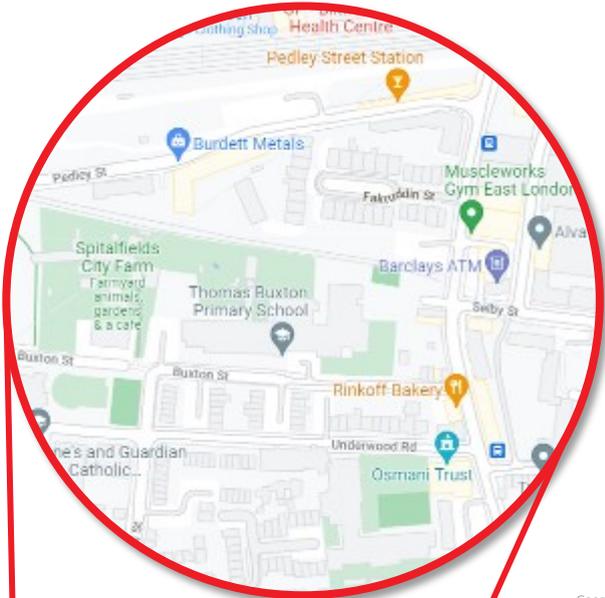
Oseme Boucher (School Business Manager)

Recruitment@thomasbuxton.towerhamlets.sch.uk

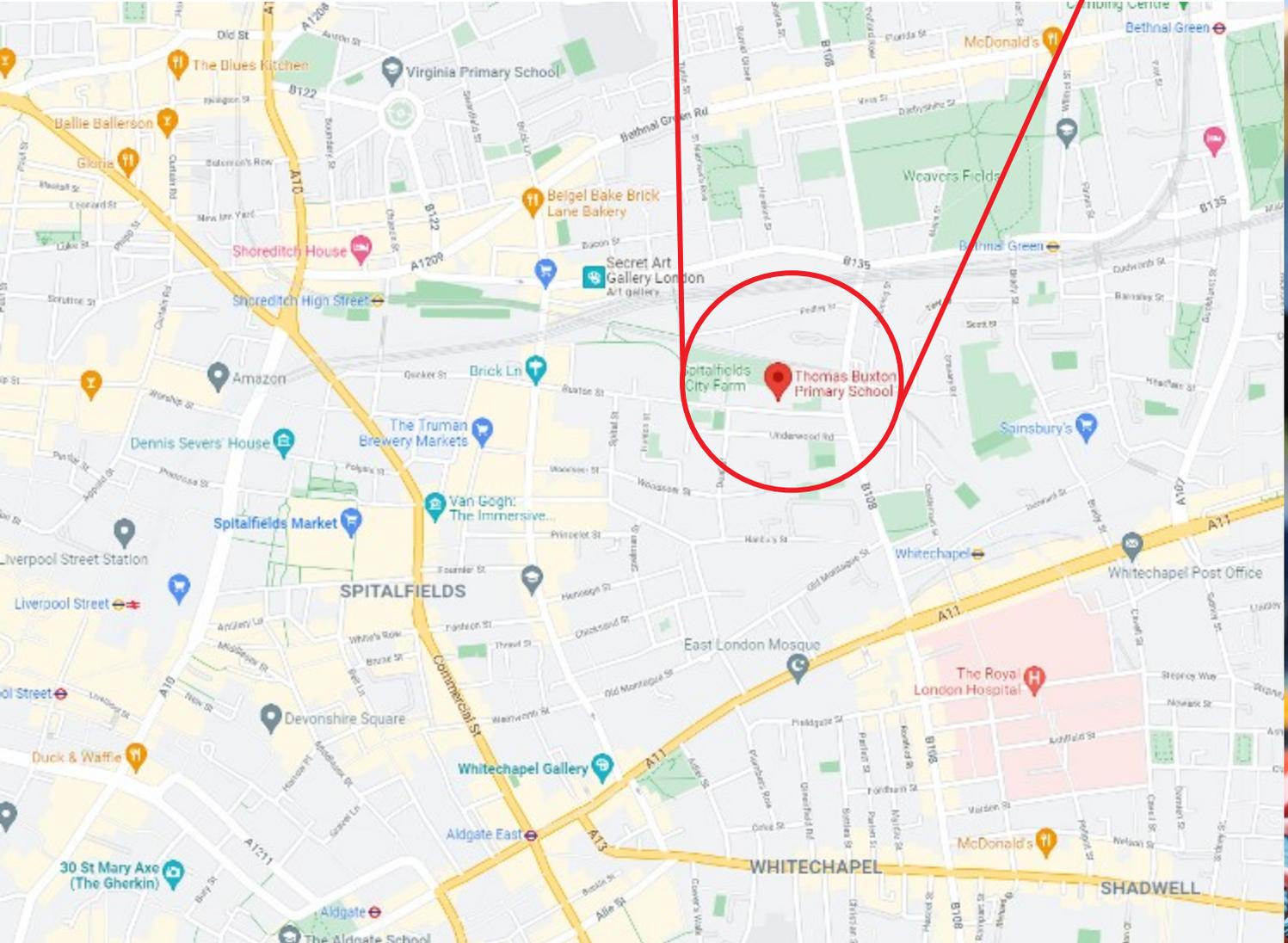
how to find us

Thomas Buxton Primary School is located in Whitechapel, London, beside Spitalfields City Farm, and is a short walk from Whitechapel High Street, Bethnal Green Road and Commercial Street.

You can find us on Google Maps or alternatively use Transport for London's Journey Planner to get here.



Google Maps 2022







**Thomas Buxton
Primary School**
Buxton Street
London E1 5AR

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Fax: 020 7247 3842

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