ST MARY ABBOTS CHURCH OF ENGLAND PRIMARY SCHOOL

CLASS TEACHER APPLICATION PACK

MATERNITY LEAVE COVER

SEPTEMBER 2026

What are we looking for?

- Excellent, skilled practitioners
- Highly professional teachers, committed to delivering learning to the very highest standard
- Teachers that love making learning happen and get excited about creating curricular experiences
- 'Can do' people who bring positivity, enthusiasm and energy
- An understanding that we are all learners and embrace feedback and CPD
- Care deeply about the children and their success
- Build positive relationships with the children and know how to nurture them
- Are supportive of our school ethos and ambitions

What do we offer?

- Children who are positive and enthusiastic about their learning
- Children who are respectful and have excellent manners
- A parent body with high expectations, that also cares about its children's teachers
- Colleagues who are warm and have a great sense of humour
- A school that fully understands the power of CPD and provides opportunities whatever a staff member's stage of development
- A school that is outward looking and keen to engage with practice in other settings
- A leadership team with a commitment to staff well-being
- Specialist teaching for Music
- Curriculum resources to support with workload
- A great location, with London on its doorstep

How to apply

Visits to the school are essential. To arrange a visit, please contact Angela Morrison in the school office at: **angela.morrison@sma.rbkc.sch.uk** or by calling **020 7937 0740**

- When completing the application form, please ensure that you have read the job description and person specification.
- Your supporting statement should relate to the competencies outlined in the person specification.

To apply for this vacancy please complete the attached London Diocesan Board for Schools Application Form. Completed application forms should be sent to angela.morrison@sma.rbkc.sch.uk **We do not accept CVs.**

Application deadline: 13th April 2026 (midday)
Shortlisting: 14th April 2026
Interviews: 20th April 2026

We reserve the right to interview candidates ahead of the interview date.
As a school we are fully committed to safeguarding and promoting the welfare of children and young people. We expect all of our staff to share this commitment. Successful candidates will be required to complete an Enhanced DBS disclosure and will be subject to an online search before their appointment is confirmed.

We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

JOB DESCRIPTION

Role: Class Teacher
Grade: Inner London MPS/ Full Time
Contract: Fixed Term – Maternity Leave cover
Reports to: the Headteacher

Duties: The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively. This job description sets out the duties to be undertaken and performed to the satisfaction of the Headteacher by the class teacher. The duties set out below relate to the overall class teaching requirements and related expectations of a class teacher.

Hours: Average time per week as per the Teachers Pay and Conditions is calculated at 1265 hours over 195 days a year (35 hours per week avg)

Professional Attributes

Relationships with children and young people: Have high expectations of children 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 the 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. Contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
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 to raising their levels of attainment. Have a commitment to collaboration and co-operative working where appropriate.
Personal professional development: Evaluate performance and be committed to improving practice through appropriate professional development. Have a creative and constructively critical approach towards innovation; being prepared to adapt 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.
Assessment and monitoring: Know the assessment requirements and arrangements for the subjects/curriculum areas that are taught, 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 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 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, including those provided through the National Curriculum, for subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
English, Maths and Computing: Know how to use skills in English, Maths and Computing to support teaching and wider professional activities.

Achievement and Diversity: Understand how children 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 taught, 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 teaching. 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. 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. Know how to identify potential child abuse or neglect and follow safeguarding procedures. Know how to identify and support children 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 taught, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
Teaching: Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within 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. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range taught which:

- use 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
- build on the prior knowledge and attainment of those taught in order that learners meet learning objectives and make sustained progress
- develop concepts and processes which enable learners to apply new knowledge, understanding and skills
- adapt language to suit the learners taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- manage 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 teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning: Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary. Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
Learning environment: 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. Make use of the local arrangements concerning the safeguarding of children and young people. 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. Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners. 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 work where appropriate and sharing the development of effective practice with them. Ensure that colleagues working in the same class are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Note: You are required to comply with any reasonable request from your manager to undertake work at this or a similar level that may not be specified in this job description. This job description may be changed to meet the changing needs of the school, in consultation with the post holder, to reflect or anticipate changes in the job commensurate with the grade and job title. Where such a change is felt to be necessary by the school and agreement cannot be reached, changes may be made by the employer giving the required notice of a change to the job description.

St Mary Abbots School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Regular vetting will take place both before and during employment.

Signature of Post holder	
Signature of Headteacher	
Date	

PERSON SPECIFICATION

Core requirements	Essential criteria A=application form I=interview	How tested?
Qualifications and training	DFE recognised qualified teacher status	A
Professional Attributes	High expectations of children including a commitment to ensuring they can achieve their full educational potential Positive values and attitudes and adopts high standards of behaviour in the professional role Leads by example and demonstrates high teacher expectations Communicates effectively with children, parents/carers and colleagues Commitment to collaborative working where appropriate Evaluates performance and is committed to improving practice through appropriate professional development Acts upon advice and feedback and is open to coaching and mentoring Prioritises and manages own time effectively Works consistently to deadlines Self-motivated Committed to the provision of a broad, balanced and differentiated curriculum which meets the needs of children and promotes their individual development Committed to high standards of achievement, behaviour and social development Committed to equal opportunities for all pupils, staff and parents at the school Flexible in approach, willing to learn and develop new skills Able to work in partnership with the Headteacher, staff and parents to promote the aims and values of the school Demonstrates a good health and attendance record	A/I
Professional Knowledge & Understanding	Up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work Excellent, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and knows how to use them so all learners can fulfil their potential Strong understanding of the assessment requirements and arrangements for subjects/curriculum areas taught, including those related to public examinations	A/I

	Knows a range of approaches to assessment, including the importance of formative assessment Knows how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor progress and raise levels of attainment Knows and understands the relevant statutory and non-statutory curricula and frameworks Knows how to make effective personalised provision for children and how to take practical account of diversity and promote equality and inclusion in teaching Knows how to identify potential child abuse or neglect and follow the safeguarding procedures	
Professional Skills and Abilities	Plans for progression across the age and ability range Plans, sets and assesses homework in line with school policy Teaches challenging, well-organised lessons and sequences of lessons across the appropriate age and ability range Uses assessment to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching Establishes a purposeful and safe learning environment which: • Reflects the taught curriculum • Supports children's learning and targets • Complies with current legal requirements, national policies on safeguarding and well-being of children so that children feel secure and sufficiently confident to make an active contribution to learning and the school Manages learners' behaviour constructively in line with school's behaviour policy Promotes learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills Effective written and oral communication skills Well-developed organisational skills	A/I

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