Trinity

LEARNING • LOVING • LIVING

JOB APPLICATION PACK

January 2027

Class Teacher – Mat Cover

Mr David Lucas - Executive Headteacher

PRIMARY PHASE

Leahurst Road, London SE13 5HZ Tel: 0208 325 4551

SECONDARY PHASE

Taunton Road, Lee, London SE12 8PD Tel: 0208 852 3191

admin@trinity.lewisham.sch.uk

www.trinitylewisham.org

THE CHURCH OF ENGLAND

Ofsted Good Provider

Trinity

LEARNING • LOVING • LIVING





About Trinity Church of England School

Welcome to Trinity CofE school.

Thank you for your enquiry about the post of Class Teacher in the Primary phase at Trinity CofE School Lewisham. This is a maternity cover post for one year. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions, please do not hesitate to contact us straight away.

Trinity, an all-through school, is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of enabling all pupils succeed in a happy and caring environment. The successful candidate will help support our inclusive vision in providing the very best education for all children and help us to achieve the next level of success.

Trinity is one school on two sites: are a two-form entry Primary School on Leahurst Road, London, SE13 5HZ; and a four-form entry Secondary School on Taunton Road, Lee, London SE12 8PD. Just a short walk between them.





The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. There is a newly refurbished sensory room and a dedicated training space for staff. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.

The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.

Trinity

LEARNING • LOVING • LIVING

Class Teacher

Do you strive for excellence?
Are you dedicated to enriching the lives of young people?
Do you want to be a member of a vibrant school family?

Trinity is the place! As a Class Teacher are you looking for a place to develop your teaching pedagogy; opportunities to grow in confidence and experience; to work with warm, caring individuals and vibrant, young pupils. If this is you; **come work with us!**

To guarantee that every member of our staff feels inspired to perform to the best of their abilities, our committed, dynamic team offers a network of support to all our teachers. A rich CPD program will enrich your practice. You will be a part of a team of professionals who are dedicated to supporting the school's aim of fostering a positive learning environment to help each child flourish.

Trinity prides itself on high performance. Pupils and staff flourish here.

The Trinity School family is creative, honest, and willing. We invite you to join fellow innovators, passionate pedagogues, and imaginative class leaders. Our committed SLT is available to offer support and direction. You can count on joining a terrific team of committed teachers and support staff in a kind, encouraging work environment.

We are Excellent rated by SIMAS and Ofsted rated Strong in every category.

If you think you can contribute to the future success of Trinity and wish to join our thriving community, please review our application pack and apply for the position. For any questions or if you wish to visit the school, please contact our Admin and Human Resources Manager Mrs Uloma Ezirim on 02088523191, email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information: www.trinitylewisham.org.uk

Our governors are keen to ensure our staff is representative of our school's diverse community.

Trinity is committed to safeguarding and promoting the welfare of children and young people.

Come and join our amazing school.



Amanda Harvey
Head of School
Primary Phase
Trinity CofE School Lewisham

Trinity

LEARNING • LOVING • LIVING

From Our Executive Headteacher

Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. Despite separate buildings our pupils share a set of distinctive characteristics which make them true Trinitarians.

We have a strong Character Education that ties us together from early years through to Year 11. From the start of their academic career our young people are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a Learning Community
- We are a Loving family
- We are Living good lives

To find out more about our school please do visit our website, www.trinitylewisham.org, where you can look at the all-through school elements or the distinctiveness of each of the two phases.

The specific Job Description and Person Specification give the details for the job, and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

Thank you,
David Lucas - BSc (hons) MA NPQH, Executive Headteacher



Trinity

LEARNING • LOVING • LIVING

The Interview Process

The best way to find out about the school is to visit and have a guided tour of the site.

- The deadline for applications will be at 12:00pm on Wednesday 18th November 2026
- Please email our Admin and HR manager (u.ezirim@trinity.lewisham.sch.uk) or post your application to her attention to ensure it arrives before this deadline.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position.
- Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Please continue a separate sheet if necessary.
- Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.

The selection panel will shortlist from the application forms and candidates will be informed soon after. If you have not heard from us by the 27th November, please assume that you have been unsuccessful on this occasion, and we do welcome future applications from you.

The Interview will be Monday 23rd November 2026.

Each task will be scored and the person with the highest score will be offered the post. We will inform you at interview when candidates will be informed of the outcome and some feedback will be given at this time.

Interviews are a two-way process, please ask as many questions as possible and make sure you feel like this is the school for you.





Job Description:

Title	Classroom Teacher
Salary	Main scale Min to Max (£38,766 - £50,288)
Conditions	Full Time / Permanent
Line led by	Head of School

PROFESSIONAL STANDARDS FOR TEACHERS

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

TEACHING

A teacher must:

1 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.

2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

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

3 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.

4 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).

5 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 approa ches to engage and support them.

6 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.

7 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.

8 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.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers 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.

- Teachers must 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.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Trinity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Person Specification:

Attributes:	Essential:	Desirable:
Qualifications	• Degree or equivalent • Qualified Teacher Status • Enhanced DBS check	• Further / Continued Professional Development
Teaching experience	• You have experience of working in at least one Key Stage • You have experience of planning and delivering engaging and challenging lessons • You have experience of working successfully with pupils with Special Educational Needs	• Evidence of securing good or outstanding progress for whole cohorts, individuals, or groups
Experience managing own or others' performance	• You are a reflective practitioner who sets high expectations of yourself and others • You have experience of working successfully with teaching assistants and/or other support staff • You are a responsible person	• Evidence of successfully leading a subject which involved whole school responsibilities
Knowledge	• You have a sound knowledge of the National Curriculum or Development Matters documentation • You have an understanding of curriculum and pedagogical issues relating to learning and teaching • You are knowledgeable of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN	• Familiarity with KS1 and 2 Standardised Attainment Tests or the EYFS profile
Skills/abilities	• You have sound ICT knowledge and skills relating to class teaching, able to demonstrate effective use of ICT to enhance teaching and learning • You are able to use assessments of pupils' learning to inform future planning • You have an ability to plan and work collaboratively with colleagues • You have experience of using positive behaviour management strategies to reinforce good learning behaviours	• Skills in the creative areas • Any area of interest or expertise which can make a positive impact on children's learning
Philosophy, beliefs, values	• You love working with children • Your personal values mirror those of the Trinity Ethos Statement • You have a belief in restorative justice • You demonstrate a passion for closing the gap for children from disadvantaged backgrounds	
Personal Qualities	• You have an excellent inter-personal skills • You are constantly striving to be the best practitioner they can be • You are able to work as part of a supportive team • You have a (good) sense of humour You are an approachable person • You are self-aware and know when to seek support and advice • You are able to manage own workload effectively	• Ability to motivate colleagues by example • Can demonstrate commitment to the wider life of the school

Our vision

The Trinity community will live "life in all its fullness" by:

- Establishing a unique and personalised learning journey through Trinity and beyond
- Continuing to nurture our warm and caring family environment to support all to flourish.
- Inspiring all to achieve and celebrate ongoing and future successes.

Ethos		Learning	Loving	Living
Distinctive characteristics: Terrific Trinitarians		Open minded. Knowledgeable. Insightful.	Caring. Principled. Resilient.	Reflective. Courageous. Independent.
Priority work streams for all staff	Achievement	Accountability for all		
	Developing Teaching	Enhance Adaptive Teaching Enhance Communication across the Curriculum Embed Metacognition		
	Behaviour and attitudes	100% Engagement		
	Leadership	AI Subject Leadership Enhancement		
Additional Priority work streams for SLT	Personal Development and Wellbeing	Career Related CPD / AI / impact of enrichment		
	Inclusion	Comprehensive review of interventions / value for money		
	Leadership and governance	Unwavering Leadership Attendance		
Evaluation process		System measures: Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.	Accountability measures: Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.	
SIP Key		Below you will find the secondary actions first / followed by the primary actions. Through school in yellow.		

VISION

Trinity Standards

"A revised, well-planned and ambitious curriculum is now in place from the early years to Year 11." Ofsted Oct 2021



Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to **"live life in all its fullness".**

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- key **knowledge and vocabulary** to the delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.

Trinity

LEARNING • LOVING • LIVING

1. High Expectations and Behaviour for Learning

1.1 Challenge is consistently high (see Challenge section)

1.2 Pace of session maintains pupil motivation and is responsive to pupil need

1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout

1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom

1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routine – expectations have been put in place and demanded at each stage of the session

1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)

1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults

1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)

1.9 Rewards / praise given throughout session to motivate and reinforce high expectations

1.10 Trinity Behaviour policy is adhered to by teachers and pupils

1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'.

2.Challenge

2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded

2.2 Pupil engagement is high – thinking is required for all

2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential

2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts

2.5 Next steps/learning/extensions are clear, understood and available to all pupils

3.Modelling

3.1 Makes use of direct instruction – 'Just tell them' when introducing new concepts – experiential learning to take place *after* new learning is introduced

3.2 les pre-prepared models pitched at or above national expectations

3.3 Live Modelling is clearly broken up into small, well-defined steps – ensuring cognitive load is balanced

3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum

3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding

3.6 Models 'thinking aloud' whilst demonstrating – to further embed metacognitive strategies

3.7 Models making mistakes to avoid future misconceptions

3.8 Provides prompts/scaffolds and explicitly models how to use them

3.9 Uses pupils' learning to provide high quality models (use of visualizers)

3.10 Provides opportunities for pupils to model to class

3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4.Questioning

4.1 Questions used at all stages of session – spread across as many pupils as possible

4.2 Declarative questions used to recall, review and apply (predominantly closed responses)

4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)

4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives

4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question

4.6 'Serve – return – raise the challenge' format used to up-level responses

4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils' responses)

4.8 Questions are 'anchored' – enough time given / repeated to ensure pupils have time to think

5.Practice

5.1 Guided practice is used ('we' section from gradual release model) and interwoven with questioning and modelling

5.2 Scaffolds/prompts made available to guide practice for pupils

5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies

5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined

5.5 Opportunities for independent practice to aid 'over learning' for later automatic recall

5.6 Opportunities for independent practice through procedural tasks to embed new learning

5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

6.1 Sessions begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers / KAOs

6.2 Review of learning often 'top and tails' session

6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves

6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge

6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

7.1 Whole class feedback/feedforward given

7.2 Live verbal feedback given and acted upon during session

7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session

7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria

7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies

7.6 Feedback clearly results in progress over time in books and data

7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil's learning

7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies

7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose

7.10 Feedback from previous learning links sessions together over time

Please visit: www.trinitylewisham.org.uk for more information

