



PA



Primary Advantage Federation

Application Pack
Class Teacher



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Equal Opportunities Statement:

Primary Advantage and its schools strive to be diverse and inclusive communities, places where we can ALL be ourselves without prejudice or bias. We welcome applicants from all cultures and backgrounds to reflect the community we serve and we continue to positively advocate for diverse representation.

Safeguarding Statement:

Everyone in the Primary Advantage Federation and its schools who comes into contact with children and their families has a role to play in safeguarding. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and to provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns escalating. We work with the Children and Families Service, the police, health services and other relevant agencies to support and promote the welfare of children and to protect them from harm. We work in line with statutory guidance for schools and colleagues: Keeping Children Safe in Education (2023)



Welcome

Dear Applicant,

Thank you for your interest in applying for a post at one of our federated schools. I hope this pack supports you in finding out more about Primary Advantage and starting your application. We are keen to meet you and welcome visits to our schools.

Primary Advantage is a federation of seven schools and serves a multi-cultural community in the London Borough of Hackney. We have four Church of England schools and four Community schools. Our schools are exciting places to work, with high expectations which promote innovation, forward thinking and excellence. We also offer the unique opportunity to be part of a community of teachers who regularly share best practice and learn from each other.

Our annual learning festivals provide fantastic opportunities for teachers to explore issues in a dynamic professional setting. At the 'My Voice, My Future' January 2025 Inset Day the focus was on our pupils having a voice, whether that is through developing early language skills in our youngest children or encouraging all pupils to express themselves confidently and articulately so that they flourish at school and beyond.

The pack includes some background information about the federation, information about the application process and the job description.

The closing date for this application is: Monday 24th February 2025 at 9am

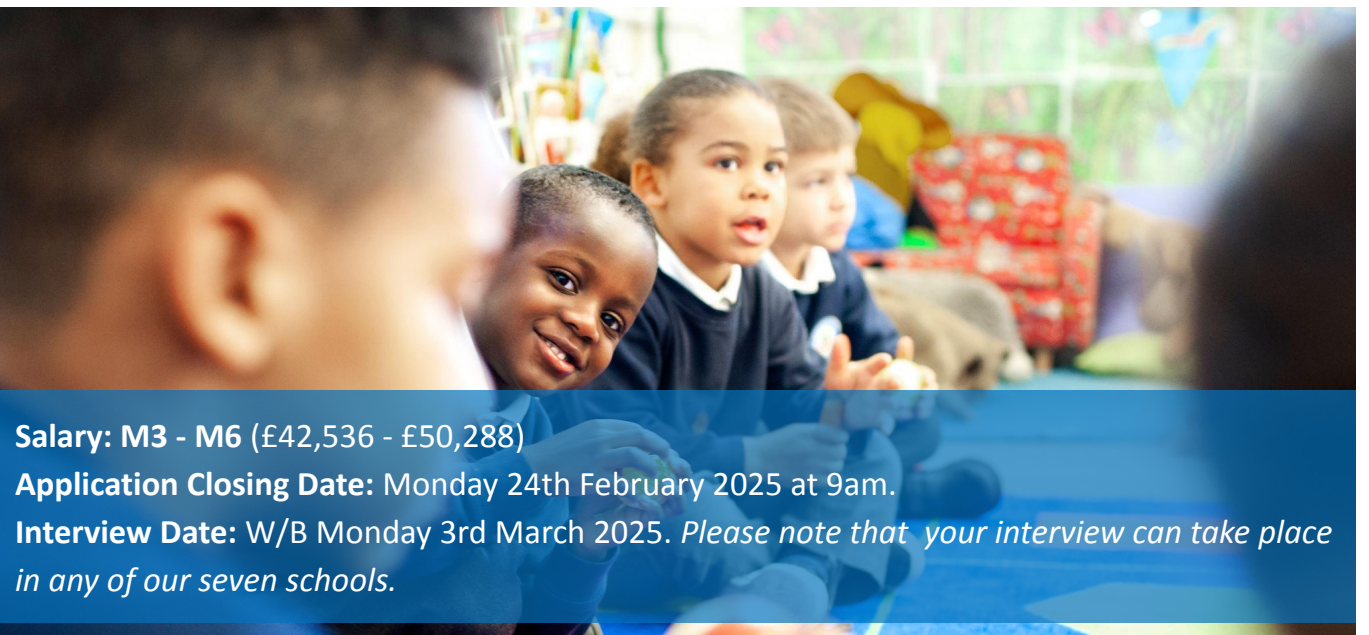
Interviews for shortlisted candidates will take place on the week beginning: Monday 3rd March 2025

We want to recruit staff that engage and inspire both pupils and colleagues. This is an excellent opportunity for an experienced teacher to further develop their career within the federation. You'll lead by example, supporting pupils to achieve the best of their ability. There is also a number of recruitment and retention initiatives available for high quality teachers.

You only need to complete a single application for all Primary Advantage schools. If your application is successful, we will discuss the opportunities available in our schools for your consideration. Please note, you are **not** required to complete a supporting statement as part of your application. Please see details on how to apply on page 4 of this pack as well as our recruitment timeline on page 12.

More information about each school can be found on the schools' websites. If you have any questions or would like to arrange a visit, please contact Venessa Williams on 0207 254 1010 ext 6 or email enquiries to recruitment@primaryadvantage.hackney.sch.uk.

Kind regards,
Sian Davies
Executive Principal



Salary: M3 - M6 (£42,536 - £50,288)

Application Closing Date: Monday 24th February 2025 at 9am.

Interview Date: W/B Monday 3rd March 2025. *Please note that your interview can take place in any of our seven schools.*

1. Please ensure that you have read the application pack thoroughly.
2. Complete the application form; CVs will **not** be accepted. Please note, on page 6 of the application form you will be required to complete the Personal Specification questions in relation to the specification. If this is not completed, we may be unable to process your application.
3. Please specify whether you are applying for our class teacher post or ECT post.
4. Should you have any queries about the application process or would like to arrange a visit, please contact Venessa Williams on [02072541010](tel:02072541010) ext 6.
5. Completed applications should be sent by email to recruitment@primaryadvantage.hackney.sch.uk
6. Candidates are advised that when completing their references section on the application form, please ensure that:
 - Your first referee must be your current, or most recent employer
 - Your second reference must be from a senior person with the appropriate authority.

SHORTLISTING

Once we have received your application you will be notified via email. Successful candidates who have been shortlisted for interview will be contacted shortly after the closing date.

You will need to complete a Self-Declaration form to share any relevant information regarding convictions and allow this to be discussed and considered during the interview. Any information given will be treated in the strictest confidence and managed in line with relevant data protection legislation and guidance.

Shortlisted candidates will be asked to teach an activity or lesson and will be advised of the details of the lesson observation prior to interview.

As part of the interview process, you will be asked to indicate your preferences for schools and roles. Should you be appointable, you will be informed and held in a pool of appointable candidates until the schools have finalised their vacancies for September 2025. The latest date at which you will be informed of a firm offer of a position is Monday 2nd June 2025. The process and time outlined on the Recruitment Timeline on page 12.

Following the interview, Primary Advantage will contact candidates by **Friday 7th March 2025** to confirm whether they have been successful or not.

SUCCESSFUL CANDIDATES

Successful candidates will be required to apply for an enhanced Criminal Record Check via the DBS. We are committed to safeguarding and promoting the welfare of our children and expect all members of staff to share this commitment.

Candidates must ensure that if they are successful at interview, they are able to provide evidence of their Right to Work and Remain in the UK. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in the line with the Asylum, Immigration and Nationality Act 2000.

All qualifications and references will be verified.

Our Schools

We would encourage you to visit our websites to find out more about individual schools, our teaching schools and the federation. The schools are well positioned in Hackney with access to a range of facilities and good transport links.



St John & St James is a one-form entry Church of England Primary School based in Hackney Central. The school is overseen by the Executive Headteacher Jo Smith and the Head of School, Grace Gladstone. Our School's motto is to **"Learn together, journey together, pray together."** For more information about our school, please visit our website: www.johnjames.hackney.sch.uk

Holy Trinity is a one-form entry Church of England Primary School located in Dalston. The Headteacher Catherine Thomas. Our school motto is **"Every child: Empowered. Inspired. Prepared."** For more information about our school, please visit our website: www.holytrinity.hackney.sch.uk



Springfield is a one-form entry Community Primary School located close to the borders of Hackney and Haringey. The Headteacher is Anna Case. **"Learn together, grow together"** is our school motto and is expressed in every aspect of our work. For more information about our school, please visit our website: www.springfield.hackney.sch.uk

St Matthias is a one-form entry Church of England School located in Stoke Newington. The Headteacher is Lucy Blewett. Our school motto is **"Dream-Believe-Achieve."** For more information about our school, please visit our website: www.stmatthias.hackney.sch.uk



ST JOHN THE BAPTIST
CHURCH OF ENGLAND SCHOOL

St John the Baptist is a two-form entry Church of England Primary School located in Hoxton. The Headteacher is Toni Mason. Our School motto is **"We Achieve We Believe."** For more information about our school, please visit our website: www.st-john.hackney.sch.uk

Morningside is a two-form entry Community Primary School located in Hackney Central. The Headteacher is Jo Smith. Our School motto is **"Achieving and Aspiring Together."** For more information about our school, please visit our website: www.morningside.hackney.sch.uk



Gainsborough is a one-form entry Community Primary School located in Hackney Wick. The Executive Headteacher is Jenna Clark. Our School motto is **"Learn Together."** For more information about our school, please visit our website: www.gainsborough.hackney.sch.uk

Our Background



Our schools gain significant benefits from working collaboratively, we strongly believe that schools can achieve more by working together. We have made a commitment to a shared responsibility to the wider education community, the provision of a high quality education and the improvement of life chances for pupils in the community beyond that of our own schools.

Our journey started in 2000 when St John & St James CE Primary School opened as a Fresh Start School. Since then we have worked alongside many different schools in Hackney, across London and in many different parts of the country and have grown into a Federation of seven schools. We work collaboratively towards a shared vision and agreed commitments but our schools are individual, serving the needs of different communities in creative and innovative ways.

Our Commitments

Every teacher is a great teacher; every school is a great school.

We aim to move incrementally towards excellence in all aspects of our work.

All pupils will make good or better progress and will be properly equipped for the next stage of their schooling.

Learning environments are of high quality where pupils feel **safe and secure, known and valued and motivated to learn.**

Curriculum provision is bespoke, broadens horizons and inspires our pupils to become successful learners, confident individuals and responsible citizens.

Our learning community provides opportunities for growth for pupils, staff and families.



Expectation

We believe passionately in improving the life chances for all our pupils. We have the highest possible standards and will use our resources and expertise to unlock learning in all its facets for all our children. No barrier is too great; no learner is left behind. Skilled teachers use the most effective teaching methods to motivate learners and raise aspirations. Our schools are special places to work. We want to attract and retain staff at all levels that are willing to think flexibly, work with rigour and precision, and go the extra mile.



Partnership

We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually. We promote a collaborative approach whilst developing the capacity of each school to serve its own community and retain its distinct identity. We have developed approaches which we know make the most significant impact on pupil outcomes. These are well considered systems, approaches or policies which can be implemented in a range of settings with the appropriate levels of support.



Leadership

Our leadership structure aims to make the most of our shared resources, maintain high expectations and secure high standards. We build leadership sustainability by spotting talent and creating opportunities for all staff at all levels to receive high quality training and leadership experiences. We recognise the importance of individuality, spontaneity and creativity in developing innovation. We seek to maximise the efficiency and effectiveness of each school by capitalising on centralised services and sharing systems and procedures.



Growth

Through the work of the Primary Advantage Learning, Development and Partnership service, we are able to offer excellent professional development for current practitioners, leaders and future recruits to the profession. Teachers have many opportunities for professional growth through our development and masters programmes. Staff, pupils and families have opportunities for growth through links with our partners, schools and a wide range of enrichment activities.

Primary Advantage Learning, Development and Partnerships



PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

FEDERATION

PRIMARY ADVANTAGE FEDERATION

For many years Primary Advantage has delivered high quality Initial Teacher Training and Professional Development to new and experienced teachers, along with curriculum and leadership support, to schools across Hackney, London and around the country. Our PA Maths Programme, developed by our own teachers, has been used by hundreds of schools across the country.

The strength of Primary Advantage lies in the support and expertise shared by all seven schools. We work closely in partnership with Hackney Education, UCL Institute of Education our regional Maths Hub, English hub, STEM Learning, our regional Teaching Schools Hub and many others.

We work collaboratively to support each other to drive up standards in schools and improve the life chances of children both within our group of schools and beyond.

Previously accredited by the DfE as a group of National Teaching Schools, at PA we are committed to developing your skills and knowledge as a teacher or leader and providing opportunities for you to grow.

As a teacher with PA you will have access to:

- High-quality training and professional development for new and experienced staff
- Rich collaboration and shared learning events with your peers through our Teacher Learning Communities (TLCs), subject leader networks and Federation learning festivals
- Career progression opportunities through a range of leadership programmes

PA MY VOICE, MY FUTURE INSET - JANUARY 2025

Our schools are full of wonderful children from a diverse range of backgrounds and with a wide range of abilities, experiences and needs. Every child is valued and we want every child to succeed and reach their potential. In this, our ninth, annual festival of education, our teachers and teaching assistants focused on our pupils having a voice. Whether that is through developing early language skills in our youngest children or encouraging all pupils to express themselves confidently and articulately so that they flourish at school and beyond. All early years had training on how music and singing can develop language and communication in our youngest children. KS1 & KS2 practitioners visited the UK Parliament to develop their subject knowledge of democracy, and how this can be used to enhance work on oracy, pupil voice and citizenship.

SCHOOLS ACHIEVING MORE TOGETHER...

Job Description - Class Teacher

Job Title: Classroom Teacher

Salary: M3 - M6 (£42,536 - £50,288) with the opportunity for an uplift for exceptional candidates.

Internal: Other Teachers within the school, Executive Principal, Headteacher & Deputy/Assistant Headteacher

External: Church, Local Community, Parents & Agencies relevant to duties

Role Summary

1.1 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 to be exercised, and completed in a satisfactory manner. It is the contractual duty of the class teacher to ensure that his/her professional duties are discharged effectively.

1.2 This job description sets out the duties to be undertaken and performed to the satisfaction of the Executive Principal/Headteacher and Governing Board by the Class Teacher. The duties set out below relate to the overall class teaching requirements and related expectations of a Class Teacher.

Key Tasks and Activities

- Within the class: to ensure the full implementation of the National Curriculum Orders for all subjects, or the Foundation Stage content as defined in current DFE documentation (as applicable to the year group) and in accordance with school policies.
- Create a positive, stimulating and innovative environment for learning. Maintain a well organised classroom with appropriate displays, resource areas and materials.
- Plan and implement a curriculum to meet the needs of all pupils in the class and develop personal and social aspects of learning.
- Develop effective ways of overcoming barriers to learning and sustain effective teaching through the assessment of learning.
- Keep under review the methods of planning and delivery of the curriculum, recording pupils' progress and make any required assessments.
- Monitor and report the quality of pupil attainment in all subjects to the Executive Principal/Headteacher and Governing Board.
- Assist in the selection of resources for the curriculum.
- Monitor and assess own performance and take a proactive approach to professional development.
- Effectively manage pupil behaviour, encouraging a high standard of behaviour and mutual respect between pupils and all members of the school community.
- Promote and facilitate parental involvement in teaching and learning through a shared school/home approach.
- Work with support staff and other teachers in the classroom to effectively plan for a range of needs and be supportive of and considerate of to the needs of other colleagues.
- Encourage interaction and teamwork within the school, share ideas and new initiatives and identify new ways of teaching the curriculum. When required, take a leading role in an area of school development.
- Advise other staff on teaching, practice, and to assist with inset for staff and governors when required to do so.
- Work with Hackney LEA on local and national initiatives for all subjects of the National Curriculum.
- Work across the federation of schools if and when required to do so.

Other responsibilities

To undertake duties of a similar nature as may be reasonably directed by the Executive Principal/Headteacher from time to time.

Note: The duties and responsibilities of this post may vary from time to time according to the changing needs of the school. This job description may be reviewed at the discretion of the Executive Principal/Headteacher in the light of those changing requirements and in consultation with the class teacher and governing board.

The health, safety and wellbeing of every child is our top priority. We recognise our responsibility to safeguard the welfare of our children and we expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

Personal Specification

The Classroom Teacher within a primary school teaches classes of approximately 30 children aged 5 - 11 years. To be successful in this role they must readily adapt to constantly changing curriculum, modifying lesson preparation and delivery accordingly.

Qualifications

- Degree level qualification.
- Professional Teaching Qualification e.g. QTS or PGCE.
- Willingness to continue professional development.

Communication Skills

- Applies effective verbal communication skills.
- Presents information and ideas clearly, by using language appropriate to the audience.
- Positively influences the opinions of others through factual discussion.
- Adapts personal style to suit individual situation and needs.
- Creates an environment of trust by delivering on promises.
- Utilises report-writing skills to accurately reflect a situation through positive language.
- Confident in leading staff meetings as appropriate.

Other Skills Required for the Role

- Awareness of safeguarding procedures and policies.
- Demonstrates excellent classroom practice.
- Exercises flexibility in order to accommodate changes in work priorities.
- Balances tasks and resources in the organisation of a wide range of activities.
- Provides contingencies to deal with the unexpected.
- Thinks clearly and logically in working through a problem making referrals as appropriate.
- Anticipates workload and plans ahead.
- Monitors progress against key performance indicators.
- Enthusiastic and positive attitude.
- Awareness of the needs of children who have a variety of needs.
- Understand the nature of a Church of England Primary School and be willing to teach R.E. and attend collective worship to meet the expectation of the Governing Body.
- Ability to work with people from diverse backgrounds or other.

Accountability/Freedom to Act

- Makes routine decisions based upon guidelines and procedures laid down in the established framework.
- Contributes towards the effective delivery of performance targets, objectives and standards.
- Leads by example in standards of behaviour in the work environment.

Leadership/Management Skills

- Ability to lead school based projects or developments.

Primary Advantage Professional Behaviours

Category of Behaviour	Description
Managing self and personal skills	Being aware of own behaviour and how it impacts on others
	Enhancing personal skills to adapt professional practice to business needs
	Being aware of and honest about own areas of strength and development needs
	Taking responsibility for own mistakes and sharing team success
Delivering excellent service	Providing the best experience to pupils, parents and colleagues
	Building strong and trusting working relationships to improve team's delivery
	Ensuring all one's internal and external written communications demonstrate a high level of professionalism (eg. spelling, punctuation, grammar and appropriate language)
Finding solutions	Seeing beyond own area of work to understand departmental or school goals
	Engaging enthusiastically in the purpose of the whole organisation
	Recognising the importance of individuality and creativity in innovating
Working flexibly	Being open to new ideas and ways of working
	Adjusting to unfamiliar situations and shifting demands/needs by thinking flexibly and giving new things a try
	Working with rigour and going the extra mile
Maximising efficiency and effectiveness	Capitalising on centralised services and systems and procedures for sharing resources and practice
	Being mindful of sustainability and reduction of physical waste
	Managing own time effectively to complete directed tasks and activities
	Allocating appropriate time and resources when directing others and setting achievable deadlines
Committing to the organisation	Developing an understanding of the education context in which we work
	Showing commitment to the federation and school's vision and values
	Positively representing the organisation by speaking highly of it inside and outside the workplace
Developing self and others	Showing commitment to own ongoing professional development
	Supporting others to feel safe, secure, known, valued and motivated to reach their full potential
	Spotting talent and creating opportunities for staff at all levels to receive high quality training and leadership experiences
Working together	Working collaboratively with others to achieve organisational goals
	Recognising and valuing the different lived experiences that people contribute to a shared project or activity
	Pooling expertise and resources to achieve collectively what may not be achievable individually
Getting results	Taking personal responsibility for getting things done
	Consistently meeting objectives and success criteria
	Moving incrementally towards excellence in all aspects of one's work

PRIMARY ADVANTAGE RECRUITMENT TIMELINE

The following table outlines the process for recruitment and selection of Teachers at Primary Advantage.

FEBRUARY TO MARCH



- Advertising will take place in February.
- After reviewing applications our shortlisting panel will shortlist candidates for interview.
- Candidates are informed whether or not they are invited to interview for the position.
- Interviews will take place across the federation.
- During interviews, candidates state their preference for key stage and school.
- Candidates are informed whether or not they are appointable and if not are offered constructive feedback from the chair of the panel.

MARCH TO MAY

Appointable candidates are held in a pool. During this period, school vacancies start to become known and as vacancies arise, schools will choose suitable candidates from the pool to fill the vacancies and will make an offer at that stage.

Their offer decisions will be based on the needs of the school aligned with the preference of the prospective Employee around school and key stage. It is understood and accepted that during this period, the candidate may attend interviews outside of the federation and accept a role elsewhere. If this is the case, candidates are requested to inform the federation at the earliest opportunity.



JUNE



The final date on which a school will know of a vacancy for September is 31st May. If there are still unplaced appointable candidates in the pool, they will be informed that they have been unsuccessful by Monday 2nd June 2025.

Any queries regarding the timeline, please contact us at recruitment@primaryadvantage.hackney.sch.uk



Primary Advantage Federation

% Holy Trinity Primary School

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Hackney

London

E8 3DY

Tel: 020 7254 1010

Email: recruitment@primaryadvantage.hackney.sch.uk

www.primaryadvantage.co.uk

Executive Principal: Sian Davies