

# Class Teacher

Permanent

Paxton Primary School

Woodland Road

London

SE19 1PA

Candidate Pack 2026



## HEADTEACHER'S WELCOME

We wish you a warm welcome to Paxton Primary School. Paxton is an inclusive and vibrant school, located at the heart of our local community. We value and celebrate our local ties, building strong partnerships with all our stakeholders. Striving for the highest standards, we work to maintain a shared ethos of (ARC) achievement, respectfulness and caring, amongst our children, parents and staff.

At Paxton, we affirm the boundless potential of every individual to achieve excellence. We seek to establish rich learning opportunities, which inspire progress, celebrate effort and challenge underachievement. We are relentless in our efforts to remove barriers to all children achieving. We consider the well-being and empowerment of our children, as central to this aim. Our work is to ensure that Paxton children can identify examples of excellence around them and that they are able to recognise their own brilliance in these examples.

As a school community we believe we are most empowered when every child, irrespective of background is able to build their self-esteem, by recognising excellence in themselves. During current and future challenges, we remain determined to maintain and refine our practice as a wholly inclusive place of learning. We are and will continue to be an environment within which every child not only feels happy and safe, but also has opportunity to thrive.

At Paxton, we value the voices of all members of our school partnership. We enjoy a rich tradition of parental support and professional dialogue, all toward maximising positive outcomes for children. Our curriculum and vision is broad, balanced, relevant and 'futures focused'. We seek to support our children in their journey as lifelong learners, through enriching exchanges and an environment that is attractive, stimulating and inspiring.

We continue to dedicate ourselves toward providing rich opportunities for learning in the present, whilst preparing our children for dynamic and successful futures in an everchanging world.

If you would like to learn more about our wonderful learning environment and opportunities for staff and families, or wish to see more of what we have to offer, please contact the school office. Our friendly staff will be delighted to greet and help you.

We look forward to you joining us on our journey.

Mr J Muhammad

Headteacher

## Job Description including Main Duties and Responsibilities

Start date

Salary Main Scale (Inner London)

Pension Teachers' Pension

Contract Permanent

Responsible to Year Leader, Senior Leadership Team

Other Benefits Childcare **vouchers, contribution to eye care, Annual season ticket loan and cycle scheme.**

Application deadline: **Rolling Application**

Shortlisting date: **TBC**

Interview Date: **TBC**

Completed application should be sent to: [office@paxtonprimary.co.uk](mailto:office@paxtonprimary.co.uk)

## Purpose of Job

- To provide for the educational, social, moral, spiritual and cultural development for each individual child in the class.
- To inspire pupils of all abilities in your class through highest possible quality of teaching and learning opportunities underpinned by excellent, thoughtfully differentiated and personalised curriculum planning.
- To create and maintain an optimum classroom learning environment that reflects outstanding quality of provision across the school.
- To mark and respond to pupils' learning in a way that reflects highest quality provision, raises self-esteem and accelerates their progress.
- To enable our Vision to become a reality for every pupil.

## Professional Duties

### Teaching

- Contributing to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the school, including school trips, special assemblies, performances and special events. We have a detailed and comprehensive School Curriculum Framework, to guarantee progression and



breadth of learning for pupils, which teachers are required to follow and contribute towards.

- Planning, preparing and assessing lessons in line with School policies and schemes of work. Whilst teachers support each other through weekly Year Team planning, it is the responsibility of every individual teacher to ensure that planning is completed to a high standard and is personalised to pupils in the class and your individual style as a teacher professional.
- Teaching of lessons according to the individual needs of pupils, having high expectations and setting challenging targets for pupils of all abilities.
- Actively promote the inclusion and acceptance of all children within the classroom ensuring equal access to lessons and their content.
- Setting of work for pupils who may not be able to attend school, in agreement with the Headteacher.
- Marking work and providing highest quality feedback (including homework in accordance with the School's Homework Policy) to pupils and parents in line with the school's Marking Policy.
- Keeping up to date assessments on the development, progress and attainment of pupils and recording and reporting these assessments in line with the school's Assessment Policies.
- Administering assessment tasks and tests in line with school policy.
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#### Other Activities

- To promote the positive ethos and culture of the school to other staff, governors, parents, children and members of the wider community.
- Contribute to and support the overall ethos / work / aims of the school.
- Comply with, support and promote all school policies and procedures, particularly those relating to Child Protection & Safeguarding; Prevent Strategy; Equal Opportunities; Racial Equality; Health, Safety & Security; Confidentiality; Acceptable Use of Internet & Social Media; Behaviour; and Data Protection, reporting concerns to the Headteacher.
- Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop.
- To promote the general progress and well-being of individual pupils throughout the school.

- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies and in consultation with the Headteacher.
- Keep records and make reports on the personal and social needs of pupils.
- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above including SEN Meetings.
- To inform the Headteacher (and or another Safeguarding Lead) immediately of any concerns regarding a pupil's welfare.
- To communicate and consult with parents of pupils and provide an accurate written annual report for parents.
- To maintain excellent behaviour among pupils throughout the school, in line with the school Behaviour Policy.
- To safeguard every pupil's health, safety and well-being in line with school policies.
- To participate in staff meetings which relate to the curriculum, administration or organisation of the school, including pastoral arrangements.
- To lead assemblies and to attend assemblies, when requested by the Headteacher.
- To register pupils at the start of the school day and after the lunch break.
- To supervise pupils throughout the school during playtimes and at any other times requested by the Headteacher.

## Management

- To plan, organise and manage the work of EYEs and Teaching Assistants assigned to the class or year group, to have a positive impact on pupil progress.
- To liaise with the Inclusion Team to contribute to the planning and organising of the work of TAs to have a positive impact on pupil progress, whilst understanding that the progress of every child in the class is your own responsibility. ('inclusion' is not the responsibility of a separate team)
- To ensure that the EYEs and TAs assigned to the class meets all the responsibilities as set out in their job description, in a timely and effective manner.

## Training and Development

- Review and evaluate the teaching methods and schemes of work.
- Participate in training and development activities in school or at other providers to improve professional skills and knowledge.

- To participate in performance management and appraisal reviews in line with school's policy.

To carry out any other duties reasonably requested by the Headteacher or other senior leader. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the duties as set out above.

## Exercise of Particular Duties

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2015 and updates every year), specifies the professional duties required to be carried out by all teachers. In addition, "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to him."

## Person Specification



## Essential Requirements

- Qualified Teacher Status (or UK approved equivalent which fulfils current requirements). For NQTs this mean that you must successfully pass your Skills Tests.
- Extensive and secure knowledge of primary and / or early years practice.

- Comprehensive knowledge and / or significant experience across the primary National Curriculum.
- Evidence of sustained high-quality teaching and reflective practice.
- An ability to demonstrate high level skills in classroom organisation and management leading to the promotion of very good behaviour and discipline in school.
- Ability to establish an optimum learning environment for pupils. (through highly stimulating displays, quality labelling and a high level of organisation and tidiness)
- IT literate and fluent in using an interactive whiteboard.
- An ability to differentiate the curriculum leading to highest possible levels of achievement for children who have a diversity of needs and interests.
- An awareness of recently published material e.g. national initiatives and strategies for raising achievement.
- A commitment to the wider development of the school, its pupils, parents and local community.
- An ability to establish good working relationships with colleagues and pupils, and a strong desire to learn and grow professionally.
- A strong commitment to Equal Opportunities / Safeguarding.
- High level of emotional intelligence and interpersonal intelligence / strong team working skills
- Experience of data and statistical analysis.

## National Standards for Teachers

Teachers' Standards is the core document for practising teachers at Paxton and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school SIA and constitute the framework for our Performance Management.

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.

### Part one: 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 consistency and 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.
  - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
  - 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 approaches 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 regarding pupils' achievements and well-being.

## Part two: Personal and Professional Conduct

A teacher is expected to demonstrate consistent 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 always 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.

## Equal Opportunities

Paxton is an equal opportunity employer. We welcome applications from all suitable candidates, regardless of race, gender, sexual orientation, disability or age. All applications are treated on merit.

## Safeguarding

Paxton, Lambeth and Southwark council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure for this authority.