







Thornhill Primary School

Class Teacher Recruitment Pack

'Help Yourself and Others to Learn'

Thornhill Road • Islington • London • N1 1HX



Contents

Letter from Headteacher

Advert

Job Description

Person Specification

How to apply

Guidance Notes

School Location



Letter from the Head Teacher

November 2026

Dear Applicant,

Thank you for your interest in becoming a class teacher here at Thornhill. I would like to take this opportunity to tell you a little more about our school.

The ethos at Thornhill is encapsulated in our motto: 'Help Yourself and Others to Learn'. We support our children to develop a lifelong love of learning by offering a rich curriculum, including experts in residence such as poets, puppeteers, dancers and sports coaches. Over the last decade, Thornhill has established an impressive record of attainment and achievement, with our greater-than-average number of pupil premium children often exceeding the results of non-pupil premium children nationally. Situated in the heart of Barnsbury in Islington, north London, our children, parents and staff come together from a huge range of cultural and economic backgrounds to create a vibrant, inclusive community.

We are a looking for inspiring, passionate and energetic teachers committed to school improvement to work in our school from **1st February 2027 (with the potential for an earlier start).** Suitable for ECTs and additional leadership opportunities available for experienced teachers.

At Thornhill we value professional development and ensure all staff are well supported and developed.

As a class teacher you would be responsible for a class of learners with a range of talents and needs. Your role would ensure that all learners were happy, safe and ready to learn and your teaching would enable them all to achieve in all areas.

I hope this provides a picture of Thornhill Primary School and the exciting opportunities associated with the position. To learn more about Thornhill and the role, we would be delighted for you to visit our school and meet our pupils and staff.

Please email HR if you would like to arrange a visit hr@thornhill.islington.sch.uk

I look forward to receiving your application.

Yours faithfully,

Jenny Lewis

Jenny Lewis
Executive Head Teacher



Advert

Class Teacher

Thornhill Primary School

Role: Class Teacher (Maternity Cover)

Contract: Fixed Term until 31st August 2027

Salary Grade: Main Pay Scale 1 – Upper Pay Scale 3 *(depending on experience)*

Actual Salary: £41,729 - £64,684

Required for: 1st February 2027 (with the potential for an earlier start)

Thornhill School is a unique community school with a clear vision and passion for learning. We are committed to high quality teaching for all our children and believe that creativity is at the heart of education. Join us in exploring what learning can be like and help us develop the most exciting environment possible.

We are looking to appoint passionate and enthusiastic Class Teacher (maternity cover) for **February 2027 (with the potential for an earlier start)** to join our teaching team.

This is a great opportunity for any teacher who:

- Loves teaching - is committed to achieving excellence in teaching and learning
- Is highly motivated and enjoys working with children
- Has a strong commitment to professional development
- Wants to make a difference for all groups of children

In return, Thornhill can offer you:

- Children who are eager to learn and engaged with supportive parents
- A rewarding opportunity to be part of a supportive, motivated and committed team
- Significant professional development opportunities for teachers at all stages of their career
- A vibrant and creative place to work

Closing date for applications: Midnight, Sunday 6th December 2026

Shortlisting: Monday, 7th December 2026

Interviews: **Wednesday 9th December** *(Candidates should be available for the full day, as alternative dates cannot be offered)*

TO APPLY, CLICK HERE

Visits to the school are positively encouraged and can be arranged by emailing *hr@thornhill.islington.sch.uk.*

If you need any assistance, please email the Schools' HR Team at: hr@thornhill.islington.sch.uk quoting reference: **THOR3413**

Thornhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure. Also, this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations. An online search will be conducted on shortlisted candidates.

Class Teacher

School: **Thornhill Primary School**

Post: **Class Teacher** *(maternity cover)*

Grade: **Main Pay Scale 1 – Upper Pay Scale 3** *(depending on experience)*

Hours: **Full-Time** *(fixed term until 31st August 2027)*

Responsible to: **Headteacher**



Job Description

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's Education Development Plan**.**

MAIN RESPONSIBILTIES

Relationships with children and young people

- Have high expectations of children and young people 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 their 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, and 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, young people 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 and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

Personal and professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their 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 they teach, 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 their 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 their 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 Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and Diversity

- Understand how children and young people 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 they teach, 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 their 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 and young people.
- 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 and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people 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 they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their 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.

Teaching

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) 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

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e) manage the learning of individuals, groups and whole classes effectively, modifying their 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 their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

(a) 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.

Class Teacher

School: **Thornhill Primary School**

Post: **Class Teacher** *(maternity cover)*

Grade: **Main Pay Scale 1 – Upper Pay Scale 3** *(depending on experience)*

Hours: **Full-Time** *(fixed term until 31st August 2027)*

Responsible to: **Headteacher**



Person Specification

CRITERIA

You must demonstrate on your application form that you meet the following essential criteria.

REQUIREMENTS		ESSENTIAL CRITERIA
EDUCATION AND EXPERIENCE	E.1.	Qualified Teacher Status and evidence of appropriate subsequent in-service training.
SKILLS, KNOWLEDGE AND ABILITIES	E.3.	Proven successful teaching experience preferably across both the Foundation stage and KS1 and in at least one inner city multi-cultural school.
	E.4.	Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.
	E.5.	Proven experience of high standards of classroom practice and of teaching area of responsibility.
	E.6	**Personal Qualities** Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.
	E.7	Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.
	E.8	**Commitment to Excellence** Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.
	E.9	**Interpersonal Skills** Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Education Authority and relevant agencies as required.
	E.10	**Communications** Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

E.11	**Educational and Curriculum Matters** An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
E.12	Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.
E.13	Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
E.14	A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities.
E.15	Evidence of good general knowledge of the requirements of the National Curriculum**.**
E.16	**Performance Review** Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.
E.17	**Record Keeping** Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.
E.18	**Behaviour and Ethos** Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.
E.19	**Health and Safety** An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.
E.20	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
E.21	Ability to deliver services to customers meeting the school's standard for customer care.
E.22	A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
E.23	A commitment to deliver services with the framework of the school's equal opportunities policy.



How to Apply

Application Deadline

Completed application forms must be received by

TO APPLY, CLICK HERE:

If you need any assistance, please email the Schools' HR Team at: hr@thornhill.islington.sch.uk quoting reference: **THOR3413**
Please note that CV's and hard copy applications will NOT be accepted.

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the criteria identified at application stage.

Visits

To book a tour, please click email hr@thornhill.islington.sch.uk

Selection procedure

The selection will be made by a panel of senior leaders. Candidates will be notified immediately after this has taken place. Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

The selection process will take place on **Monday 7th December 2026.** Shortlisted candidates will be invited to interview on **Wednesday 9th December 2026.**

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required.
The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection. As part of Safer Recruitment, there will be a **social media check** done on all shortlisted candidates. Information on this will be sent with the invite to interview email.



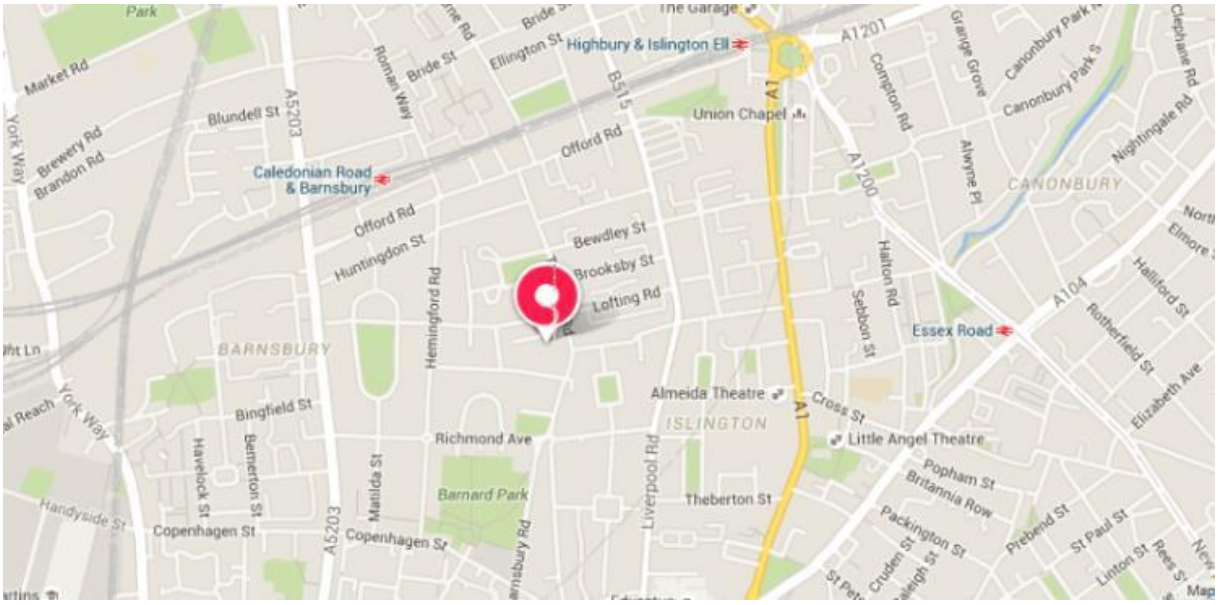
School Location

School Address:
Thornhill Primary School
Thornhill Road
Barnsbury
London
N1 1HX

Nearby stations:
Angel (Northern Line)
Caledonian Road & Barnsbury (Overground)
Caledonian Road (Piccadilly Line)
Highbury & Islington (Victoria Line, Overground)
Kings Cross St. Pancras (Circle, Metropolitan, Hammersmith & City, Northern, Piccadilly and Victoria Lines)

Website:
www.thornhill.islington.sch.uk

Islington
Further information about Islington borough is available at www.islington.gov.uk





Thornhill Primary School

Thornhill Road, Islington, London, N1 1HX

Tel: 020 7607 4162

Email: Thornhill@thornhill.islington.sch.uk
Website: www.thornhill.islington.sch.uk