



Yerbury
Primary School

Class Teacher Recruitment Pack



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Yerbury Primary School



About the School

Yerbury is a two-form entry primary school in Islington with 460 pupils from 3-11years old. We have a lovely, old Victorian building set amongst 3 playgrounds, and the school is nestled between Tufnell Park and Whittington Park in a residential area.

We have a high proportion of children from professional backgrounds, with 39 home languages and 15 different ethnic groups represented. We have a very engaged Parents Teacher Association, who organise wonderful community events and fundraise for the school. The PTA fund our fabulous Music and Dance provision for which we have specialist teachers for both. There is a very strong sense of school community.

There is a culture of collaboration and mutual support and respect which extends to everyone connected to the school. The school has an excellent, passionate and committed staff team, who have an enthusiasm and commitment to fostering the long-term development of every child, ensuring children develop strong learning behaviours. We obviously have high expectations for our children academically, with the content of our curriculum reflecting that, however we also ensure the whole development of our children is at the centre our wider and 'Hidden Curriculum'.

The most important aspect of the school, by far, is the children. They are caring, kind, and 'Work Hard, Play Well, Learn Lots and Have Fun!' Behaviour is excellent and we are an inclusive school, with a strong PHSE curriculum and offer.

Yerbury is a long-standing and founding member of The Future Zone, an education collaborative of 22 primary and secondary schools in Islington. It provides many high-quality CPD and networking opportunities for staff at all levels, and creative inter-school projects for children.

Yerbury Primary School



Letter from the Headteacher

Dear Prospective Class Teacher,

Yerbury has a unique feel, is highly over-subscribed and has a strong sense of community. Most of our children live very nearby, walk to school and play in the local parks after home-time. Parents and staff alike are committed to providing the children with a broad and balanced curriculum, catering for their social and emotional needs, as well as creative and academic development.

We are continually seeking to improve, further developing our research-informed practices, and ensuring that all children are being offered the best possible provision. We trust our staff, who rise to our high expectations, and there is professional respect between us all. We strongly value professional development and ensure staff are well-supported and developed, with a strong focus of maintaining an environment which sustains good mental health. We have positive and nurturing relationships with our children, which filters through to our behaviour approach which is built upon restorative justice. Inclusion sits at the heart of everything we do, and we are committed to continue to develop our approach to ensure all children achieve and feel a strong sense of belonging.

Yerbury is in the heart of Islington, an extremely diverse borough with high levels of economic polarisation. Our school community is made up of children from many different backgrounds and cultures.

This enriches the school and the children's experiences. We value our community, and work closely with families and the wider community to support and enhance the learning and experience of our children.

It is very important to us that you see the school before you apply, and I strongly encourage you to visit. The ethos of the school is built upon an enthusiasm for and commitment to the broad and balanced, long-term development of each child, and it would be useful for you to get a feel of what this looks like in practice. Please read the accompanying job description and specification, and if you fulfil the criteria, I would be delighted to receive an application and hear from you.

Kind regards,

Cassie Moss

Headteacher

Yerbury Primary School



Advert for Class Teacher

Salary:	Range: M1-M6 (£40,317 - £52,300)
Required for:	September 2026
Contract:	One full-time & permanent position

We are looking for an excellent, qualified class teacher (including ECT) with an enthusiasm for and commitment to child-centred learning, and who is keen to become part of a committed, happy team. We are looking for a class teacher with some experience in either KS1 or KS2; we welcome and encourage teachers to move across years and phases during their careers so the position is flexible in the future regarding the Key Stage.

The successful candidate will:

- Have a record of excellent classroom practice with strong subject knowledge.
- Be an energetic and innovative teacher who sets and achieves high standards in teaching and learning.
- Have excellent communication skills and will work well as part of a team to make a positive school contribution.
- Be committed to continually reflect upon their practice and develop themselves further, in order to provide the best possible education for our children.
- Be committed to inclusion and ensuring that all children feel a sense of belonging, progress and achieve well.
- Is positive, approachable and a team-player with a good sense of humour

We can offer:

- A lovely school community, with enthusiastic and happy children
- A dedicated and experienced leadership team
- An on-going commitment to learning for all
- A team approach with supportive and friendly staff
- Opportunities to innovate, excel and develop
- A team of dedicated and excellent teachers
- A comprehensive ECT package for the permanent position

Visits are warmly encouraged – please contact Lorraine O’Keefe, our School Business Manager, on 0207 272 6580.

Closing date: Thursday 4th June @ midnight

Shortlisting date: Friday 5th June

Interview date: Thursday 11th June

In line with Safer Recruitment practices, please note that references will be taken up immediately after shortlisting before the interview. Candidates should ensure their referees are aware of the need to respond within the timescale set.

In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates’ suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Yerbury School is an Equal Opportunities Employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of our staff.



Job Description: Classroom Teacher

'This job description should be read in conjunction with paragraphs 48 and 51 of the School Teachers Pay and Conditions Document 2025'.

PURPOSE OF THE POST

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 Development Plan.

MAIN RESPONSIBILITIES

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 strong, 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.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) 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.

(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) 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 their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Signed ----- Date -----



Person Specification – Classroom Teacher

Criteria

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

	Education and Experience
1	Qualified Teacher Status and evidence of appropriate subsequent in-service training.
2	Proven experience of high standards of classroom practice in relation to length of experience.
	Personal Qualities
3	Well-organised, with the ability to implement and maintain systems and procedures
4	Ability to prioritise effectively and manage own workload
5	Reflective, self-aware and is able to ask for help when needed
6	Resilient, positive and approachable
7	Commitment to the active promotion of equality and diversity across the school
	Commitment to Excellence
8	Evidence of a commitment to excellence and the maximising of academic, social and emotional achievement for all pupils.
9	Have high expectations for themselves, children and staff
10	Commitment to on-going professional development of self and others
11	Ability to take and act upon feedback given to continuously improve their teaching and the provision
	Interpersonal Skills & Communication
12	Evidence of good interpersonal skills and the ability to work both independently and as member of a team, and develop and maintain good relations with all members of the school community.
13	Respect for the views of parents and a commitment to the involvement of parents in

	the learning process.
14	To work co-operatively with the staff of the Local Education Authority, Governors and relevant agencies as required.
15	Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.
Educational and Curriculum	
16	An understanding of the different ways in which children learn and the appropriateness of a variety of teaching approaches to meet the individual learning needs of each child.
17	Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.
18	Evidence of the ability to successfully plan the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
19	Ability to plan and deliver the curriculum to pupils of the primary age range with pace, clarity and differentiation, using AFL strategies effectively and consistently in lessons.
20	(For non-ECTs) 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.
21	Evidence of good general knowledge of the requirements of the National Curriculum and strong subject knowledge
22	Competent in using IT effectively to teach, plan, prepare resources and communicate with others.
Assessment and Record Keeping	
23	Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.
24	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.
25	Experience using (For ECT- Knowledge of) summative and formative assessment procedures to inform planning, improve provision and raise standards.
Behaviour and Ethos	
26	Evidence of the ability to maintain effective classroom discipline in a positive context according to the school policy, and to promote safe, positive and self-disciplined behaviour throughout the school.
27	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
Health and Safety	
28	An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.
Safeguarding	
29	Takes responsibility for safeguarding and promoting the welfare of children.

Yerbury Primary School



School Address:

Yerbury Primary School
Foxham Road
Islington
London
N19 4RR

Website:

www.yerbury.islington.sch.uk

Nearby stations:

Upper Holloway (Overground)
Archway (Northern line)
Tufnell Park (Northern line)

Buses:

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