



**Welbourne  
Primary School**

**Reception Class Teacher  
Candidate Pack 2026**

**Post:** Class Teacher - Reception

**Responsible to:** Headteacher

**Salary Scale:** MPS3 - MPS6/UPS; Inner London

**Contract:** Permanent; Fixed-Term; Full-time (Flexible working requests will be considered);

**Required from:** September 2026

**Suitable for:** Experienced Teachers only

We are open to secondments for aspiring leaders to gain valuable experience and skill before returning to their base school after 12 or 24 months. Have a conversation with your Headteacher, if this feels like something you want to explore..!

Welbourne Primary School and Children's Centre is located in Tottenham Hale, with excellent travel links with Tottenham Hale and Bruce Grove stations within walking distance. The school also has some parking spaces.

We have nurseries from the ages of 2 and two forms of entry from Reception to Year 6.

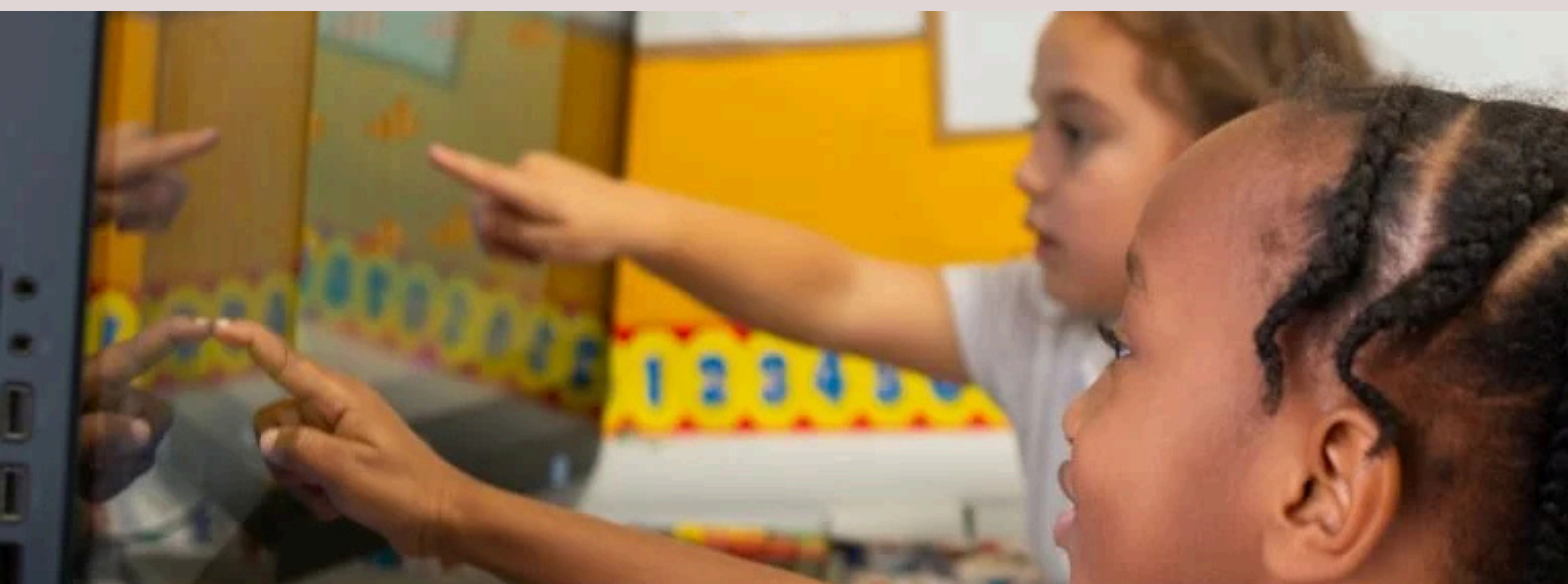
There is a vision to strengthen the work between our Children's Centre and the school, so we have a strong Birth to 11 offer for our families.

Together with our wraparound provision, there is a staff team of over 60. As we move into the new academic year, we are working towards reviewing our nursery offer to include wraparound hours for working families.

We are fortunate to have a sprawling site in the centre of Tottenham and are at the very beginnings of a DfE Rebuilding programme.

We are at the discovery stage of a transformative digital strategy, that future proofs our school's digital infrastructure.

From April 2026, Welbourne is a pilot school for the DfE's Free Breakfast Clubs programme.





This is a pivotal moment to join our team. We are currently shifting our school culture toward a deeply relational approach—prioritising co-regulation, connection, and emotional safety as the primary engines for academic success.

As a Reception Class Teacher, you won't just be "running a classroom." You will be the architect of a child's educational foundation, moving beyond simple EYFS delivery to provide the intentional, heart-led leadership necessary to transform outcomes from the very first day of school.

### **Our Strategic Pillars**

We are not interested in the status quo. We anchor our practice in evidence-based research and high-quality partnerships:

- **The ShREC Approach:** Working closely with East London Research School and Sheringham Nursery School, we use the EEF-recommended ShREC framework to ensure every interaction is a high-quality, sustained shared thinking moment.
- **Little Wandle Phonics:** We are rigorously implementing this programme to ensure every child becomes a confident, fluent reader.
- **Maths Innovation:** Next year, we are piloting the EEF's "Maths Through Picture Books" project to weave mathematical mastery into the heart of our storytelling.
- **Physical Agency:** We are investing in external cycle instructors to ensure every single Reception child achieves the milestone of riding a 2-wheeled pedal bike.

We are looking for a visionary educator who:

- **Masters the Art of Connection:** Can translate relational practice into a classroom culture where every child feels seen, safe, and ready to learn.
- **Is a Research-Informed Practitioner:** Someone who is excited to work with the Research School network and the EEF to refine their craft.
- **Is a Resilient, Empathetic Communicator:** A teacher who can partner deeply with families and lead children through their most formative period of growth.
- **Proves that Love Drives Levels:** Can demonstrate clear EYFS outcomes through the power of strong, secure relationships.

## Are these 'my people'?

Visits to the school are strongly encouraged before an application is submitted.

We have tour dates with the headteacher:

- Wednesday 13 May 4pm
- Thursday 14 May 1.30pm
- Thursday 15 May 9.15am

You can book a space on a tour by emailing [sbm@welbourne.haringey.sch.uk](mailto:sbm@welbourne.haringey.sch.uk) or call the school on 0208 808 0427

If there are access arrangements we can assist with, please let us know.

## I want to be here.

Applications can only be accepted on the Haringey application form, which you can download from our [website](#). The supporting statement must be no longer than 2 A4 pages, font size 12 and meet the person specification.

Applications must be emailed to our School Business Manager, Dawne McKenzie at [sbm@welbourne.haringey.sch.uk](mailto:sbm@welbourne.haringey.sch.uk). The closing date is Monday 18 May 2026, 12 midday.

## The school wants to see more of me.

Interviews will be held on Friday 22 May 2026.

References will be sought prior to interviews, with one required to be the current or most recent employer.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks including social media as part of our Prevent Duty.

Further information about the disclosure can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>.

As a school, we embrace diversity and promote equality of opportunity. We are a Disability Confident Employer and there is a guaranteed interview scheme for candidates with disabilities who meet the essential selection criteria.

## CORE PURPOSE

To teach a class; to work as a member of a year group team of teachers and support staff and to work constructively within the whole school team.

To plan, teach, monitor, assess and evaluate the educational programme for the children taught.

## POLICY & LEGAL FRAMEWORK

The teacher will work with the framework of:

- The latest national legislation.
- School policies and guidelines on the curriculum and school organisation.
- Borough and school policies, in particular those relating to curricular intentions and implementation and to the equality of opportunity.
- Due regard for safeguarding.

## CORE TEACHING SKILLS

### 1. Classroom Organisation:

- (a) To have concern for the children throughout the school day and to safeguard their health and safety at all times.
- (b) To provide a stimulating, happy, well-controlled environment within the classroom which promotes our values, encourages positive attitudes, enthusiastic involvement in learning and self-discipline in the children.
- (c) To provide praise as appropriate to encourage learning and to use agreed school sanctions.

### 2. Planning and Record Keeping:

- (a) To plan, as part of a team, a programme of study which meets the needs of the year group.
- (b) Annotate and alter year group planning to meet the specific needs of your class on a weekly basis.
- (c) To teach, monitor, assess and evaluate the educational programme, keeping in mind the needs of individual children and the requirements of the Early Years Foundation Stage and National Curriculum.
- (d) To complete forecasts and records, as well as reports to parents agreed as per school policies.

### 3. Delivering the Curriculum:

- (a) To convey and explain knowledge, skills, tasks, and all aspects of the taught programme in a manner that is appropriate to the age and/or stage of the children being taught.
- (b) To elicit respect from all pupils.
- (c) To place and time lessons appropriately.
- (d) To use whole class teaching, group teaching and individual teaching as most appropriate and efficient for the programme of study being taught.

### 4. Assessment:

- (a) To monitor children's learning, progress and formally assess them in line with the requirements of the National Curriculum.
- (b) To monitor children's behaviour and social development. To use school-based systems for behavioural management.
- (c) To identify children with special educational needs; to inform the member of staff responsible for Special Needs and seek their advice when designing and implementing an individual programme of work.
- (d) To monitor and take account of the individual children's language needs, especially those with English as a second language.

## **MANAGEMENT SKILLS**

### **1. Managing People:**

- (a) To co-operate with all members of staff, parents/carers and outside agencies in addressing the needs of children.
- (b) To communicate with parents/carers of children in the class in order to discuss the children's work or any other matters that arise. To document such information for the school official records where appropriate.
- (c) To work with all members of staff, parents/carers and children to ensure that the school's behaviour and discipline guidelines are implemented and to work at all times towards the happy, self-disciplined child.
- (d) To attend and take a constructive part in staff meetings, Inset Days and any other school Inset sessions.
- (e) To take and lead class and school assemblies.
- (f) To organise and/or co-ordinate educational visits, local trips, workshops and other such events.

### **2. Managing Information:**

- (a) Demonstrate an awareness of the schools' policies and procedures.

## **GENERAL**

### **1. Personal Effectiveness:**

- (a) To evaluate and review your own teaching methods, having regard for current educational practice and a whole school approach which supports the children's learning at all times.
- (b) To set high standards of punctuality. To be on time for teaching sessions and to be in class to greet the children at the start of teaching sessions.
- (c) To keep abreast of latest developments regarding general teaching techniques and within a specified responsibility.
- (d) To be able to communicate effectively both verbally and in written form on a specified area of responsibility and in regards to the individuals in your class.

### **2. Whole School Commitment:**

- (a) To demonstrate a commitment to the full life of the school and to work with all other members of staff to ensure the success of whole school initiatives and assemblies, and other activities as they occur in the school year.
- (b) To support and assist in the development of the school and LA policies having regard to the National Curriculum and Early Years Foundation Stage.
- (c) To undertake, with all other members of staff, general responsibilities concerned with the day-to-day running of the school.

The Postholder shall:

- carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document. In addition, certain particular duties are reasonably required to be exercised, and completed.

It is a contractual duty of the Postholder to ensure that his/her professional duties are discharged effectively and that the Teacher's Standards are met.

- ensure that the duties of the post are undertaken with due regard of the schools' Health and Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.
- carry out these duties with due regard to the Schools' vision, policies, procedures and priorities.

## Class Teacher

A. Qualifications and Experience		
Criteria	Essential (E)/ Desirable (D)	Evidence
<b>Qualified Teacher Status (QTS)</b> and evidence of sustained, successful classroom practice.	E	Application; Interview
<b>Successful experience</b> of Early Years practice and outcomes.	E	Application; Interview
Evidence of commitment to <b>professional development</b>	D	Application; Interview
<b>Evidence of excellence</b> in teaching and learning observations.	E	Application; Interview; References
B. Professional Knowledge and Understanding		
Criteria	Essential (E)/ Desirable (D)	Evidence
1. Assessment • Assessment for Learning • Formative and Summative assessments • Early Years Foundation Stage Curriculum expectations • Good progress in EYFS/KS1 • Using assessment information to raise standards	E	Application; Interview; References
2. Teaching and Learning • Establishing positive, supportive relationships with children • A wide range of teaching & learning strategies and methods • A clear understanding of what good and outstanding teaching and learning looks like • A stimulating and purposeful learning environment appropriate for the needs of the children	E	Application; Interview; References
3. Curriculum • A sound grasp of the EYFS Curriculum • The importance of a broad and balanced curriculum • Child initiated play and guided play • The importance of developing foundational learning and skills	E	Application; Interview; References

**C. Professional Skills and Abilities:**

Criteria	Essential (E)/ Desirable (D)	Evidence
Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services.	E	Application; Interview; References
Develop good personal relationships within a team	E	Application; Interview; References
Effective communication skills (both verbally and in writing)	E	Application; Interview; References
Engage and communicate with a variety of stakeholders: parents/carers, professionals, team members, children and governors	E	Application; Interview; References
Proven ability to prioritise and organise	E	Application; Interview; References
Proven ability to appreciate new technology and understand its usefulness within an educational environment	E	Application; Interview; References
High expectations of all learners	E	Application; Interview; References

**D. Personal Qualities:**

<b>Criteria</b>	<b>Essential (E)/ Desirable (D)</b>	<b>Evidence</b>
Honesty and Integrity	E	Application; Interview; References
Determined and Resilient	E	Application; Interview; References
Positive and Enthusiastic	E	Application; Interview; References
Organised and Proactive	E	Application; Interview; References
Resourceful	E	Application; Interview; References
Team Player/Collaborative	E	Application; Interview; References
Model for our school values	E	Application; Interview; References



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Headteacher: Ms Raakhee Tailor  
Chair of Governors: Andrew Dowell

