Class Teacher Vacancy

Dalmain Primary School
Main Pay Scale / Upper Pay Scale
Start date: September 2026
Full time or part time considered

About the Role

Are you a newly qualified teacher or a teacher with a few years' experience looking for a new challenge and exceptional, research-driven professional development?

Would you like to join a team recently judged by Ofsted as Outstanding for Behaviour & Attitudes and Personal Development, where:

- "Pupils flourish at this warm and welcoming school."
- "Pupils leave the school well rounded and very prepared for the future."
- "Pupils behave extremely well… they feel happy and safe."
- "The school has created an engaging and exciting curriculum."
- "Leaders… have high expectations for pupils, including those with SEND."
- "Staff appreciate leaders' concern for their well-being and workload."
- "Behaviour… is calm, caring and harmonious."

We are seeking to appoint a creative, inspirational and aspirational Class Teacher to join Dalmain Primary School from September 2026. Applications are welcomed from Early Career Teachers and Main/Upper Pay Scale teachers. For the right candidate, there is the exciting possibility of whole school leadership responsibility.

Job Description

The postholder will meet the Teachers' Standards and carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.

1. Teaching and Learning (TS1, TS2, TS4)

The teacher will:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe, purposeful and stimulating learning environment
- Demonstrate consistently strong subject and curriculum knowledge
- Plan and teach well-structured lessons that build on prior learning
- Promote a love of learning and intellectual curiosity
- Adapt teaching to respond to the strengths and needs of all pupils
- Use effective questioning, modelling and explanation
- Provide opportunities for independent, resilient and enthusiastic learning
- Ensure pupils acquire knowledge and skills across a broad and balanced curriculum

2. Assessment and Pupil Progress (TS2, TS6)

The teacher will:

- Be accountable for pupils' attainment, progress and outcomes
- Make accurate and productive use of assessment for learning
- Use formative and summative assessment to inform planning
- Give regular, high-quality feedback that moves learning forward
- Track and monitor pupil progress, including disadvantaged pupils and those with SEND
- Work with colleagues to moderate standards and ensure assessment is secure and reliable

3. Behaviour and Climate for Learning (TS7)

The teacher will:

- Establish clear routines and expectations for behaviour
- Manage behaviour effectively to ensure a calm, caring and harmonious environment
- Promote positive relationships based on mutual respect
- Support pupils to recognise and manage their emotions

- Maintain high expectations for conduct in lessons and around the school
- Contribute to the school's strong culture of excellent behaviour and attitudes

4. Inclusion and SEND (TS5)

The teacher will:

- Demonstrate a secure understanding of adaptive teaching
- Meet the needs of pupils with special educational needs and/or disabilities (SEND)
- Work closely with the SENCO and support staff
- Remove barriers to learning and promote equality of opportunity
- Ensure disadvantaged pupils are supported to achieve highly
- Value and celebrate the school's diverse community

5. Professional Responsibilities (TS8)

The teacher will:

- Make a positive contribution to the wider life and ethos of the school
- Work collaboratively with colleagues, parents and external agencies
- Engage fully with Dalmain's research-informed professional development
- Reflect on practice and take responsibility for improving teaching
- Communicate effectively with parents and carers about pupils' achievement and wellbeing
- Deploy support staff effectively to maximise learning
- Uphold professional integrity and maintain high standards of professionalism

6. Safeguarding and Welfare

The teacher will:

- Safeguard and promote the welfare of children at all times
- Follow all statutory safeguarding procedures and school policies
- Maintain appropriate professional boundaries
- Promote pupils' personal development, wellbeing and safety

7. Leadership Responsibilities (UPS / where applicable)

- Lead a subject or phase area effectively

- Contribute to school self-evaluation and improvement planning
- Model excellent classroom practice for colleagues
- Support the professional development of others
- Demonstrate ambition for whole-school improvement

Person Specification

Essential

Qualifications

- Qualified Teacher Status (QTS)

Experience

- Successful teaching experience in EYFS, KS1 or KS2 (including ECT placements)
- Evidence of securing strong pupil progress
- Experience of establishing positive behaviour for learning

Knowledge and Understanding

- Strong and consistent implementation of all of the Teachers' Standards
- Strong knowledge of effective pedagogy and curriculum design
- Strong and consistent implementation of effective assessment for learning practices
- Strong and consistent implementation of adaptive teaching and SEND practice
- Understanding of safeguarding responsibilities

Skills and Personal Qualities

- A love of children and passion for making a difference
- High expectations and ambition for every pupil
- Excellent classroom practitioner
- Reflective and committed to continuous professional development
- Strong communication and organisational skills
- Resilient, positive and solution-focused
- Commitment to equality, diversity and inclusion
- Ability to work collaboratively within a team

Desirable

- Experience in Upper KS2 or EYFS
- Subject or phase leadership experience
- Experience in a diverse urban school
- Evidence of engagement with research-informed practice
- Experience mentoring or supporting colleagues (UPS)