



**WE LEARN AND SUCCEED TOGETHER**

**Snowsfields Primary School**    **Tower Bridge Primary School**    **Robert Browning Primary**  
Kirby Grove, Bermondsey    Fair Street, Bermondsey    King and Queen Street  
London SE1 3TD    London SE1 2AE    London SE17 1DQ

**TEACHERS REQUIRED AT THE BRIDGES FEDERATION**  
**FOR SEPTEMBER 2026**

**We have 2 teaching roles at Robert Browning Primary and 1 at Tower Bridge Primary**

The Bridges Federation includes three schools working together to provide excellent opportunities and exciting learning for all our pupils. We believe that every child has the potential to succeed and that it is our job to make that happen. We see every child as an individual and have a strong commitment to inclusion. All schools are situated in fantastic locations with excellent transport and community links.

We are looking for outstanding teachers to join our federation.

We welcome applications from teachers who have experience in Year 6 and/or EYFS.

Are you:

- A dynamic, enthusiastic and committed Class Teacher
- A creative and inspiring teacher who engages children through exciting lessons
- Someone who believes all children deserve the very best and are able to offer this
- Ready for a challenge

We can offer you:

- Excellent CPD and career opportunities across the Federation
- A range of initiatives to help reduce your workload and improve staff well being
- A supportive staff team committed to raising standards
- Children who are keen to learn and try their best
- Supportive Governors and parents

To apply for this position please email Michelle Owens, our Federation Business Manager [mowens@snowsfields.southwark.sch.uk](mailto:mowens@snowsfields.southwark.sch.uk) to request a pack or arrange a visit. You can also download the application form from our website <https://thebridgesfederation.org.uk/home/vacancies/> Email completed forms to [mowens@snowsfields.southwark.sch.uk](mailto:mowens@snowsfields.southwark.sch.uk) before the closing date. CV's will not be accepted.

Closing date for applications:            Friday 24th April 2026  
Observation/Interview:                    Thursday 30th April 2026

Candidates who are shortlisted, will be telephoned and invited to interview. References for shortlisted candidates will be requested on this date.

The Bridges Federation are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check, references and medical clearance are required for the successful applicants.

Teacher

# **Snowsfields, Tower Bridge & Robert Browning Primary Schools**

<b>POSITION:</b>	<b>CLASSTEACHER</b>
<b>REPORTS TO:</b>	<b>Leadership Team</b>
<b>RESPONSIBLE FOR:</b>	
<b>GRADE:</b>	<b>Teachers Pay &amp; Conditions</b>

## **KEY PURPOSE OF THE JOB**

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and LA and school policies.

## **MAIN ACTIVITIES**

1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
2. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
3. To manage additional adults within the classroom.

## **PRINCIPAL ACCOUNTABILITIES**

1. To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
2. To ensure a close match between the learning experience offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
3. To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo and EMA Co-ordinators
4. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
5. To provide children with opportunities to manage their own learning and become independent learners.
6. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
7. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
8. To maintain a high standard of display both in the classroom and in other areas of the school.

9. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
10. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
11. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
12. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
13. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
14. To liaise with support staff both school based, from the LA & from other external bodies as required.
15. To take responsibility for the management of other adults in the classroom.
16. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
17. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
18. To take responsibility for a curriculum subject area as agreed with the headteacher as detailed below:
  - Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum and any other new initiatives from the Department for Education and Skills.
  - In conjunction with the head teacher or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area
  - Review the policy and adapt it as appropriate
  - Develop a scheme of work for the subject suitable to the needs of a primary school catering for 3 – 11 year olds
  - Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the head teacher
  - Offer support and advice to colleagues.

## **KEY ORGANISATIONAL OBJECTIVES**

The Postholder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Commitment and contribution to safeguarding all pupils
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

## **CONDITIONS OF SERVICE**

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

## **SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

## **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

# **PERSON SPECIFICATION FOR CLASSTEACHER**

## **QUALIFICATIONS & EXPERIENCE**

1. Qualified Teacher Status
2. A proven track record of recent and successful class teaching in a primary school, (or of successful training for ECTs).
3. A commitment to further own professional development and to the principle of continuous improvement.

## **KNOWLEDGE, UNDERSTANDING AND SKILLS RELEVANT TO THE JOB**

1. Thorough knowledge of the National Curriculum or Foundation Stage Curriculum.
2. Understanding of strategies to raise attainment and achieve high standards
3. Understanding of effective strategies for managing behaviour within the classroom and in accordance with the school's policy.
4. Understanding of equality of opportunity issues and how they can be addressed in schools
5. Understanding of safeguarding procedures and expectations
6. Understanding of a range of strategies to support children with SEN and demonstrate a knowledge of effective inclusion
7. Ability to make a significant contribution and commitment to a school ethos that promotes high achievement and raises attainment
8. The ability to work as part of a team in planning and implementing the curriculum
9. The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process
10. To demonstrate the skills of good teaching, including the ability to:
  - Interest, encourage and engage pupils;
  - Draw upon the ideas, experiences and contributions of pupils.
  - Provide appropriate levels of challenge, so that all pupils make good progress;
  - Use methods and resources that enable all pupils to learn effectively;
  - Use a variety of questioning techniques
  - Use assessment information effectively to plan next steps in children's learning
  - Make effective use of time;
  - Make effective use of teaching assistants and other support;
  - Enable pupils to acquire new knowledge and skills;
  - Enable pupils to develop the skills to work independently and collaboratively;
  - Enable pupils to develop self-esteem and respect for others;
  - Create a well organised, stimulating learning environment.
  - Encourage high standards of effort, accuracy and presentation

Teaching	M1 – M3 Emerging	M4 – M6 Established	UPR Leading
1. Set high expectations which inspire, motivate and challenge pupils	Establish a safe, stimulating environment, in which all pupils are appropriately stretched and challenged. Consistently demonstrate and secure positive behaviours for learning.	The level of stretch and challenge leads to a good proportion of pupils making rapid or accelerated progress. Contributes effectively to good practice in their teams.	Establishes highly effective learning environments with consistently outstanding lessons.
2. Promote good progress and outcomes by pupils	Understand your pupils, plan and deliver effective teaching and provide pupil feedback which secures good progress. Encourage pupils to take responsibility for their learning and take personal accountability for the progress they make.	A good proportion of pupils making rapid or accelerated progress. Takes accountability for progress of own pupils and shares accountability for progress across year group/subject area. Supportive of colleagues in their teams.	An outstanding proportion of pupils making rapid or accelerated progress, including pupils in challenging / underperforming groups. Shares and supports progress accountability across the school.
3. Demonstrate good subject and curriculum knowledge	Understand your subject well and be able to foster pupils' interest and scholarship and address their misunderstandings. Promote good literacy and understand how to deliver systemic synthetic phonics and mathematics where relevant.	Acute understanding of pupils' misunderstanding and has a creative and effective range of strategies to address them.	Understands the curriculum and pedagogy at a level which enables high quality, proactive subject / curriculum leadership in the school and beyond.
4. Plan and teach well structured lessons	Ensure that learning has pace, stimulates pupils' curiosity and is effective. Reflect on your teaching and plan classwork, homework and other activities to extend and deepen knowledge and understanding. Contribute to the development of the curriculum in your team / area.	Consistently deliver highly effective and inspirational lessons as a result of reflection and a pro-active approach to your own professional development.	Is highly attuned to national developments and models inspirational good practice across the school, supporting the reflection and professional development of colleagues.
5. Adapt teaching to respond to the strengths and needs of all pupils	Understand barriers to learning faced by pupils and the strategies to employ to overcome them. Understand how pupils develop and know how to differentiate and adapt teaching and learning to meet their needs. Employ approaches to meet the needs of distinct pupil groups for example those with high ability, SEN, EAL etc.	Acute understanding of pupil characteristics, barriers and pedagogical strategies enabling high quality personalisation and differentiation of learning.	Successfully adapts teaching and learning to such a degree that all pupil groups, including the most underperforming, have their needs met and are making good and rapid progress. Shares successful practice pro-actively across the school.
6. Make accurate and productive use of assessment	Know how to assess your subject and pupils (formatively and summatively) regularly and accurately given them feedback to respond in order to make progress and to inform your planning.	Is able to effectively apply the assessment of own classes within the wider school context and set challenging targets with incisive strategies in place to meet these targets.	Own assessment understanding and practices are highly effective and inform whole school practices and policies.
7. Manage behaviour effectively to ensure a good and safe learning environment	Be responsible for promoting good and courteous behaviour in and around the school, deploying the school's policy consistently and fairly, exercising appropriate authority and at the same time building positive relationships with pupils. Have high expectations of behaviour and secure this through approaches which involve and motivate pupils.	Is effective and supports colleagues in their teams to be effective with their own and other pupils in the school.	Is highly effective across all pupils in the school and is instrumental in whole school analysis, policies and procedures.
8. Fulfil wider professional responsibilities	Develop effective professional relationships with colleagues, including the support staff you deploy. Communicate effectively with parents and carers and contribute positively to the wider life and ethos of the school. Be responsible for improving your teaching through professional development and seeking and responding to advice from colleagues.	Contributes positively to the effectiveness of their teams. Models effective relationship with parents and contributes to a substantial degree to pupils' wider achievement and experiences. Is pro-active in own professional development.	Has a positive impact on the effectiveness and quality of staff and parent relationship in the school. Seeks and shares professional development opportunities with impact.
Professional practice	All teaching good or better	All teaching good; some outstanding	All teaching good; much outstanding
Professional outcomes	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them
Professional relationships	Positive working relationships with pupils, colleagues and parents securely focussed on improving provision for pupils	Professional relationships lead to excellent class provision	Plays a proactive role in building school wide teams to improve provision and outcomes
Professional development	Able to identify key professional development needs and respond to advice and feedback	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of colleagues across the school

### Personal and Professional Conduct

A teacher is expected to demonstrate consistently 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:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

13th March 2026



Dear Applicant

## ROLE: Class Teacher

Thank you for downloading the application pack for the above vacancy. To apply for this position you will need to have read all the following documents before completing the application form.

- Job Description including Person Specification
- Application Form Guidance Notes
- Application Form

Applicants who do not write their applications to the person specification will not be short listed.

The closing date for applications is 9am on Friday 24th April 2026. Interviews will be held Thursday 30th April 2026.

Candidates who are shortlisted, will be telephoned and invited to interview.

The following information details how we carry out our selection process:

### Criteria

We read all the application forms and scrutinise them to make sure that candidates meet all the **criteria of the person specification**. It is very important that candidates complete everything on the application form. We provide guidance on how to complete the form, but additionally require candidates to:

- Ensure all employment details are complete as well as giving details and explanations for any periods not in employment
- Ensure that the referees provided **are not** friends or relatives. One must be the current employer and if that employment is not with children, the other must be of previous employment with children
- **You must give examples of how you meet each criteria of the person specification.**
- Only candidates who fulfill the **person specification** will be interviewed

### Testing

We assess how each candidate fulfills the requirements of the post and assess their suitability to work with children.

### Verification

Candidates must bring photo identification (passport or drivers' licence), and any relevant qualifications to the interview, including confirmation of status (e.g. QTS and registration with the GTC for teachers). **Only originals will be accepted.** We will contact current and previous employers of all short listed candidates as part of the verification process.

## Requirements for Referees and anomalies

If candidates are shortlisted, references will be requested **immediately**. These will then be scrutinised and any discrepancies or anomalies arising from the information within the application and the subsequent references, **will be addressed at interview with the candidate.**

Referees may be contacted by telephone as well as asked to provide a written response. Please ensure you give all the necessary contact details. At least one must be the current employer and if not currently working with children, candidates also need to provide a referee from the last post which involved contact with children. The interview will include a 'personal' section, where suitability for working with children will be explored, including an exploration of previous experience.

## Interview procedures

There will be a panel who carry out the interview.

An enhanced DBS check, references, an online search and medical clearance are required for the successful applicant before a final offer is made.

The Bridges Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

As part of our safer recruitment procedures, online searches, including publicly available social media profiles, may be carried out on shortlisted candidates. These checks are conducted to identify any information that may raise concerns about a candidate's suitability to work with children or their ability to uphold the professional standards expected of school staff. Any relevant findings will be discussed with the candidate during the recruitment process.

I look forward to receiving your application.

Yours faithfully

*K Wooder.*

Kate Wooder  
Executive Headteacher

# Applying for a job

## Candidate information sheet for posts within Southwark schools

Thank you for showing an interest in the vacancy we advertised. Before you fill in your application form please read the following notes. We hope you find them helpful.

Your application form plays an essential part in the selection process and determines whether or not you will be shortlisted for an interview. Please do not send us a CV (career summary) as we will not be able to consider it. When filling in the application form, type or write clearly in **BLACK** ink. This helps us with photocopying.

When we choose our new employees we use:

- A job description
- A person specification
- An application form

### Job description

This tells you the main responsibilities of the job for which you are applying.

### Person specification

This is the most important document which explains what we are looking for. It tells you what knowledge, experience and skills you need to do the job. We call these the 'criteria' which we use to make appointments.

'Essential Criteria' are those which you must have to successfully carry out the responsibilities of the job. The person specification shows you which criteria we will use to shortlist for the interview process.

'Desirable Criteria' may be included. These are extra requirements which we may use if we receive too many forms which meet our 'essential criteria'.

### Application form

If you want to apply for more than one job, please fill in a separate application form for each job. It is a good idea to make a rough draft first. Check through your

draft to make sure that it is clear and that it covers all the criteria, before you fill in the form. Please give all the information you think we may need, as we cannot guess or assume anything about you.

You may find it easier to complete the sections on 'employment' and 'relevant knowledge, experience and skills' by using a computer and then attaching the printed sheets to the form.

### Relevant knowledge, experience and skills

Please tell us anything you think is relevant to the job you are applying for. You will need to give us enough information so that we can judge whether you are suitable for the job.

For example if the job requires experience of report writing, tell us about the type of reports you have written, the main contents and who the reports were for.

You may have relevant experience from activities outside work. This may show the things we are looking for just as much as any work experience. For example, you may have skills and experience from running a club or voluntary group.

### Equal opportunities

Please fill in the 'tear-off' slip on the application form. We will treat this as confidential information which will not be shown to the shortlisting panel. We will use this information to make sure we are acting fairly when we employ people.

### If you have a disability

The Disability Discrimination Act defines 'disability' as follows:

*'... a mental or physical condition which has a substantial and long-term adverse affect on the employee's ability to carry out normal day-to-day activities. Long-term means that the condition must last, or be likely to last, for more than 12 months'.*



If you need help in filling in the application form or need information in a different format (for example in Braille or on tape) please let us know.

We will offer you an interview as long as you meet the essential requirements of the job. We are also happy to meet any special requirements for people with disabilities who are asked to attend for occupational assessment or an interview. Please contact the named person on the correspondence sent to you so that we can make suitable arrangements.

## References

You should give the names of two people who can act as referees. One of these people must be your present or most recent employer. We will contact your previous employers or other appropriate organisations for references and will do this for all applicants who are shortlisted prior to interview. If you are not currently working with children but have worked with children in the past, a reference will be sought from your previous employer.

If you are a recent school or college leaver one of your references must be from a teacher or lecturer.

Please note that we do not accept references from friends, relatives, or open references addressed 'to whom it may concern'.

## Conditions of job offer

If you are successful at interview you will be given an offer of appointment. This offer is subject to:

- i) The receipt of two satisfactory references (see above).
- ii) Receipt of a satisfactory medical report from an Occupational Health physician of your fitness to undertake the duties of the post.
- iii) Evidence of any required professional qualifications (i.e. teaching/nursery nurse qualification).
- iv) Enhanced Criminal Records disclosure checks.
- v) Evidence that you can be legally employed in this country (i.e. sight of passport and/or visas or work permits).
- vi) A check for teachers that you are registered with the General Teaching Council (GTC).

## Safeguarding and promoting the welfare of children and young people

As part of Southwark's commitment to safeguarding and promoting the welfare of children and young people, all employees within schools are required to complete an enhanced CRB check application form.

## Rehabilitation of Offenders Act 1974

The work for which you are applying involves substantial access to children. It is therefore exempt from the Rehabilitation of Offenders Act, 1974. You are therefore required to declare any pending prosecutions or convictions you may have, even if they would otherwise be regarded as "spent" under this Act, and also any cautions or bind-overs.

## Employment of People with Convictions

If you have a conviction, caution, bind-over or prosecution pending, this will not automatically preclude you from appointment. Every case will be considered on an individual basis, whilst bearing in mind the nature of the offence.

## Confidentiality

All information is held confidentially and is released on a need to know basis e.g. information about disclosure applications and criminal background checks forms will be discussed between the Headteacher and a representative from the LA Human resources department.

# Data protection statement

The information that you provide on this form and that obtained from other relevant sources will be used to process your application for employment with Southwark Council. The personal information that you provide will also be used in a confidential manner to help us monitor our recruitment process.

If you succeed in your application and take up employment with the council, the information will be used in the administration of your employment with us and to provide you with information about the council or third party via your payslip. We may also use the information if there is a complaint or legal challenge relevant to this recruitment process.

We may check the information collected, with third parties or with other information held by us. We may also use or pass to certain third parties information to prevent or detect crime, to protect public funds, or in other ways as permitted by law.

By signing the application form it will be assumed by the council that you agree to the processing of sensitive personal data, (as described above), in accordance with the council's registration with the Data Protection Commissioner.

