



Ryefield Primary School Class Teacher (Maternity Cover)

From 13th April 2026

February 2026



Dear applicant,

Thank you for your interest in the position of maternity cover for a class teacher at Ryefield Primary School. This is an exciting opportunity for an individual who is keen to become a member of a school within a local, cross-phase multi-academy trust. If you would like to visit the school, please call the school office to arrange an appointment.

Ryefield is an excellent school where children love learning. As headteacher, my aim is to ensure that each child achieves the highest educational standards possible, touching on the lives of all children to ensure they grow up to be reflective, self-aware, and resourceful.

We are looking for a teacher who will embrace Ryefield's vision, including maintaining its relentless focus on high-quality teaching and learning. The school is committed to meeting the needs of all pupils, which complements Vanguard Learning Trust's vision of outstanding, inclusive education.

The successful applicant will work alongside their phase team, ensuring that the school continues to excel to new heights of achievement and enrichment.

We look forward to reading your application and, for those candidates selected for the interview stage, meeting you as part of the selection panel.

Yours sincerely

A handwritten signature in black ink that reads "Colin Tuckerson". The signature is written in a cursive style with a long, sweeping underline.

Colin Tuckerson
Headteacher and Executive headteacher (Vanguard Learning Trust - primary phase)

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Trust information

Vanguard Learning Trust is a cross-phase Trust in the London Borough of Hillingdon. Vyners Learning Trust was established in February 2015 when Ryefield Primary School and Vyners School formed the multi-academy trust. In September 2018, Ruislip High School joined the Trust which was renamed Vanguard Learning Trust. The Trust currently has five schools: Field End Junior School, Hermitage Primary School, Ruislip High School, Ryefield Primary School and Vyners School. Oak Farm Primary School is an associate member. The Trust's website ([click here](#)) provides a range of information including governance arrangements and links to statutory documentation. It is important to state that for an applicant who is offered a contract of employment, the employer is Vanguard Learning Trust with staff having a principal location, eg. one of the schools or the central team's base at Field End Junior School.

Field End Junior School

Field End Junior School is a thriving community school that has been part of the Ruislip landscape for over 70 years. With its extensive grounds that includes large playing fields, all-weather multi-use games area, a cycle track and a spacious playground shared with the adjoining infant school, our pupils thrive in this happy, inclusive and safe environment. Our curriculum is designed to educate the whole child with academic excellence and bright futures at its heart for all pupils. We foster an atmosphere of mutual respect and tolerance for one another and all members of our community and the wider world.

Hermitage Primary School

On entering Hermitage Primary, visitors cannot fail to notice the warm, family feel that permeates the school. Hermitage is a happy, welcoming, stimulating environment where everyone cares about each other and all interactions are based on mutual respect. Hermitage opened in 1968 and is a community school located in Uxbridge. From their first tentative sessions in Nursery through to their final days in Year 6, staff strive to teach pupils their place in the school, the community and beyond.

Ruislip High School

Ruislip High School's motto from grass roots to reaching for the sky, symbolises both the high aspirations the school has for all members of the community and the journey the school has undertaken since it opened in 2006. The school has a dedicated staff body, incredible students and excellent facilities, including a state-of-the-art theatre and sixth-form wing. Ruislip High School has been recognised as Outstanding by Ofsted on each of our three inspections, most recently in December 2023, providing external validation to what leaders knew about the school: 'pupils thrive', behaviour is 'impeccable' and 'inclusivity is at the heart of school life'.

Ryefield Primary School

Ryefield was established in 1960 and as a school community it strives for excellence. Ryefield is an excellent school where its children love learning and achieve the highest standards possible in a thriving multicultural learning environment. Above all Ryefield strives to touch the lives of all its children to ensure they grow up to be reflective, self-aware, and resourceful; they are empathetic towards others and confident young people.

Vyners School

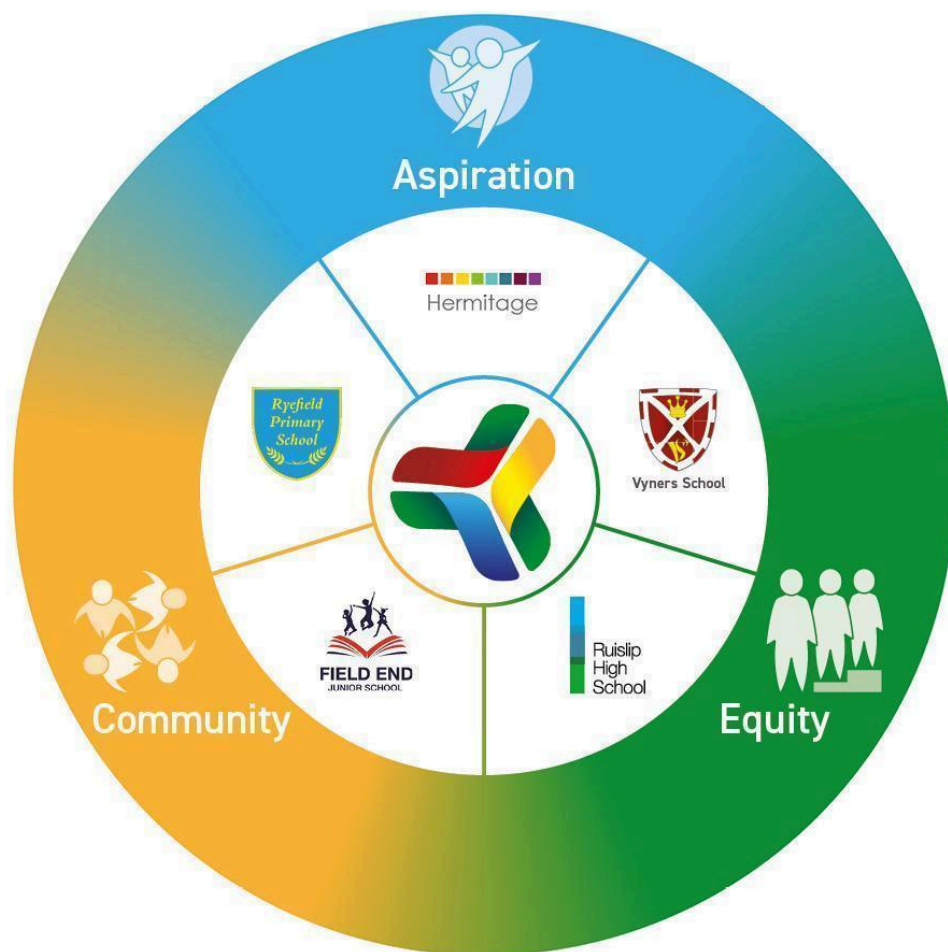
Vyners School was established in 1960. It is a highly oversubscribed mixed secondary, comprehensive school based in Ickenham with circa 1200 students. Vyners is an extremely popular and successful school with an excellent reputation for academic achievement and extra-curricular activities. Underpinned by its school's values -*community, aspiration, respect and endeavour*- Vyners prides itself on the positive relationships that exist in the school and the sense of being part of a happy community. In May 2019, Ofsted designated Vyners as outstanding as part of its Section 5 inspection, a judgement confirmed in spring 2025.

The Trust's vision, values and mission statement are as follows:

Vanguard Learning Trust

Our vision

Outstanding, inclusive education



Core purpose

Vanguard Learning Trust's core purpose is to provide outstanding, inclusive education through collective responsibility across several, rather than individual, local schools. This provides a sustainable foundation allowing for a broader range of school improvement work including cross-phase, joint professional development opportunities as well as student activities. The collective responsibility allows schools and the central team to provide support and share expertise both within and beyond the Trust.

The Trust's values are represented by ACE:



Aspiration

Endless possibilities with limitless boundaries



Community

Collective responsibility, collaborating within and beyond the Trust



Equity

Opportunities for all to achieve equitable outcomes

Mission statement

As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can achieve their potential.



Vanguard Learning Trust

EYFS Class Teacher (Maternity Cover)

Ryefield Primary School

Job title: Class teacher (maternity cover)

Reports to: Phase leader

Salary: MPS 1 -UPS 3, depending on experience (Full-time equivalent £37,870 - £56,154)

Working days: **Monday - Friday, maternity cover, full-time**

Start date: Monday 13th April 2026

Purpose of the job

The class teacher is required to carry out the professional duties and responsibilities of a teacher as set out in the current version of the STPCD, the required standards for qualified teacher status (QTS), other current educational legislation including the relevant Education Acts and the schools' Articles of Government. They will have responsibility for a class (or classes according to agreed timetable) and will teach according to the school's guidelines and policies

Main responsibilities and tasks

Pupil learning

The class teacher will:

- implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils;
- make accurate and productive use of assessment and use relevant data to monitor progress;
- practise effective classroom management of primary-aged pupils;
- contribute to raising standards of pupils' attainment through quality first teaching;
- manage behaviour effectively to ensure a good and safe learning environment;
- use support staff effectively to support learning;
- create a stimulating environment conducive to a range of learning styles;
- teach challenging, well organised lessons, using appropriate teaching strategies which respond to the strengths and needs of all pupils; and
- follow the schools agreed approach to the curriculum eg. early years, national curriculum as relevant to the age and ability group/subject taught, other relevant initiatives and the schools own work schemes.

Pastoral Care

The class teacher will:

- take responsibility for the safety, education and social development of each pupil in their class and throughout the school;
- be a role model for the development of pupils' social behaviour and attitudes;
- provide a safe, secure and well-organised environment that encourages the development of pupils as independent learners and considerate members of the school community;
- implement school policies and guidelines for pastoral care and be committed to safeguarding; and

- build and maintain positive relationships with parents/carers.

Demonstrate good subject and curriculum knowledge

The class teacher will:

- demonstrate good, up-to-date subject knowledge;
- have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupil's interest in the subject and address misunderstandings; and
- demonstrate a critical understanding of developments in subjects and curriculum areas.

Curriculum development

The class teacher will:

- take responsibility for the coordination of a subject throughout the school and to raise the profile of their subject throughout the school community;
- be responsible for identifying resource needs and efficient/effective use in the promotion of their subject throughout the school;
- be responsible for writing and publishing subject guidance and expectations (G&E) in consultation with the staff and governors;
- establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, social and cultural development;
- establish, develop and implement a scheme of work/long term plan for their subject area in accordance with government requirements and school policy;
- monitor and evaluate the effects of the subject G&E (to include monitoring of planning, teaching, assessments, learning outcomes and pupil voice);
- monitor evidence to make judgements that will lead to sustained improvements in their subject area across the school;
- maintain a subject coordinator's file organised as according to the school's format; and
- promote theme week displays across the school.

Professional Development

The class teacher will:

- keep up to date with current statutory requirements, educational thinking and practice, through personal study, attendance at courses and peer observation;
- maintain competent ICT skills to use in teaching and in general class administration eg. class records on spreadsheets, word-processing for planning;
- participate in the annual appraisal system;
- have an excellent working knowledge of teachers' professional duties, professional standards and legal liabilities, including upholding Fundamental British Values;
- identify key professional development needs and to continue personal development as agreed to ensure impact on quality of teaching;
- attend staff meetings and take part in formulating and implementing whole school policies; and
- be open to feedback and self-reflect with an impact on their own practice.

Monitoring, Assessment, Recording & Reporting

The class teacher will:

- mark pupils' work promptly and positively according to the school's marking policy;
- make regular assessments and observations of pupils' work in line with the school's assessment calendar and reporting process, keep records to check learning is understood and completed, monitor strengths and weaknesses, inform planning and identify the level at which the pupil is achieving;
- liaise with the headteacher, senior leadership team, special educational needs coordinator (SENDCo) and/or parents/carers, as appropriate;

- take part in whole school assessment initiatives, such as tests or moderation of pupils' work, to ensure a picture of the attainment and progress of individual pupils is captured throughout their time at our school;
- meet with parents/carers formally, and informally as required, to discuss their child's well-being, progress and individual needs, drawing on attention to special skills and talents, as well as difficulties;
- write reports on each pupil annually, and reports for transfer to other schools if required;
- liaise with the SENDCo to write and review targets for specific pupils;
- liaise with the phase lead to ensure appropriate opportunities are presented which allow the identification and subsequent enrichment of learning for target pupils; and
- adhere to the practice of confidentiality and safeguarding regarding pupils' records.

Health and Wellbeing

The class teacher will:

- assist with the implementation of the school's systems and policies relating to safeguarding and behaviour management so that effective learning can take place;
- contribute to PSHE and the behavioural and pastoral support systems in accordance to the school's policy; and
- establish a purposeful and safe learning environment for all learners.

Additional Duties

The class teacher will:

- play a full part in the life of the school community, to support its ethos, encourage and ensure other staff and pupils follow this example;
- support the school in meeting its legal requirements including those for worship;
- comply with the school's health and safety policy and undertake risk assessments as appropriate;
- keep well informed of current initiatives and good classroom practice;
- have knowledge of the requirements of the national curriculum and its implementation;
- be willing to organise and run an extra-curricular activity for pupils either during lunchtime or after school;

Other duties and responsibilities

The post holder may be required from time to time to undertake other duties within the school and the Trust as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Health and Safety

All staff are expected:

- to be familiar with the Trust's policies that refer specifically to health and safety regulations and implement it as applicable within the department;
- ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and updated where necessary; and
- to have regard to health and safety across the Trust in all aspects of work, in line with the Trust's policies and keep up to date with all relevant policies and risk assessments.

Safeguarding

Vanguard Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure is required for all posts. This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). This means that certain convictions and cautions are considered 'protected' and do not need to be

disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website ([click here](#)).

Equality and diversity

Vanguard Learning Trust embraces diversity and promotes equality of opportunity.

Notes:

Under Part 7 of the Immigration Act 2016, the public sector fluency duty requires state funded schools to ensure candidates for their customer-facing roles have the necessary standard of spoken English.



Vanguard Learning Trust

Class teacher (primary) Person specification

Class teacher person specification (primary)

Qualifications and Experience:	Essential	Desirable
1. Qualified teacher status; overseas staff to ensure their overseas QTS has been converted to DfE QTS within the timeframe of four years.	✓	
2. A degree or equivalent.	✓	
3. Experience of teaching at the appropriate age group as a qualified teacher.	✓	
4. Experience of teaching across the whole primary age range.		✓
5. Experience of working in partnership with parents/carers.		✓
6. Consistent teaching observation grades of good or outstanding.	✓	
7. Actively promote the school's safeguarding policy and practices.	✓	
8. Experience of working with individual pupils with SEND and specific learning needs.	✓	
9. Ability to communicate sensitively and effectively with a variety of children.	✓	
10. Ability to employ a range of strategies appropriate to differing needs and abilities.	✓	
11. Experience with behaviour management strategies effectively.	✓	
12. Ability to communicate with other professionals.	✓	

Professional knowledge and understanding, skills and attributes:	Essential	Desirable
13. Have an understanding of what motivates children to learn effectively	✓	
14. Have an understanding of the theory and practice of how to provide effectively for the individual needs of all pupils (eg. classroom organisation and learning strategies)	✓	
15. Greater in-depth knowledge of a particular subject	✓	
16. Have an understanding of statutory National Curriculum requirements at the appropriate key stage.	✓	
17. Have experience of the monitoring, assessment, recording and reporting of pupil progress	✓	
18. Have an understanding of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection and how to put this into practice.	✓	
19. Have an understanding of the positive links necessary within school and with all its stakeholders	✓	
20. Have an understanding of effective teaching and learning styles.	✓	
21. Be able to establish positive relationships with all our children.	✓	
22. Have the ability to develop good personal relationships within a team.	✓	

23. Have the ability to establish and develop close relationships with parents/carers, governors and the community.	✓	
24. Be able to promote the school's aims positively, and use effective strategies to monitor motivation and morale.	✓	
25. Be able to communicate effectively (both orally and in writing) to a variety of audiences.	✓	
26. Has the ability to create a happy, challenging and effective learning environment.		
27. Be able to develop strategies for creating community links.		✓
28. Be willing to learn and constantly improve.	✓	
29. Has a passion for making a difference to all pupils in their care.	✓	
30. To be approachable, committed, empathetic, enthusiastic, organised, patient, resourceful, reflective and have a sense of humour.	✓	
31. The ability to prioritise their own time and others', work under pressure and to deadlines with a sense of balance and perspective (highly organised).	✓	
32. The ability to communicate effectively both orally and in writing.	✓	
33. The ability to build effective professional relationships.	✓	

Personal skills:	Essential	Desirable
34. Ability to understand and respect social, cultural, linguistic, religious and ethnic backgrounds.	✓	
35. Ability to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.	✓	
36. Ability to demonstrate a commitment, and aptitude, to raising educational achievement of all pupils and to promote positive values, attitudes and behaviour.	✓	
37. Ability to demonstrate a willingness, and aptitude, to improve own practice and methodology through the utilisation of available information, tools, evaluation, observation and discussion with colleagues and line-managers.	✓	
38. A commitment to the community on a whole-school level such as leading and supervising extra-curricular activities.	✓	
39. Reliability and integrity.	✓	
40. An integrated thinker.		✓
41. Self-starter, with the ability to work independently and use own initiative to overcome obstacles.	✓	

All aspects of the personal specification will be assessed through the recruitment process. Applicants should ensure that all aspects of the qualifications and experience section are explicitly referred to in their application form including using the statement if required.

How to apply

Application process

In addition to this candidate pack, the school's website ([click here](#)) will provide prospective applicants with all relevant information and publications.

Applicants should apply via My New Term ensuring that their supporting statement relates to the personal specification provided in this pack and is no more than two sides of A4 font size 12.

In compliance with safer recruitment guidelines, CVs will not be accepted.

CLOSING DATE: Monday 23rd February 2026 at 10.00 am

Interviews: Thursday 26th February 2026

Early applications will be considered and may be offered an interview before the closing date.

Please note, parking is not available on the school site but advice will be given regarding where parking is available locally if you are shortlisted for an interview.

Selection process

Full details will be provided to all candidates selected for the interview process; as noted and will consist of a panel interview.

Vanguard Learning Trust is committed to safeguarding and promoting the welfare of its pupils and expects all those working at the Trust to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website ([click here](#)).

Vanguard Learning Trust is an equal opportunities employer. We strive to achieve a diverse workforce, fully representative of our community and the wider population in the UK. People of colour and minority ethnic staff are under-represented on our staff body. We are keen to attract applicants from a diverse pool of candidates and are determined to be a great employer for all.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.