



Classroom Teacher West Thornton Primary School



Transforming children's lives through
partnership and collaboration



Inspire
Partnership



Rob Carpenter
CEO Inspire
Partnership
@robcarpenter

Welcome

Thank you for expressing an interest in applying for the role of Classroom Teacher at West Thornton Primary School.

We are an ambitious and growing multi-academy trust of ten schools situated in Greenwich, Croydon and Medway, serving diverse and aspirational communities of learners.

We have a track record of excellence and a national reputation for sustainable school improvement, focused on our partnership values:

- Collaboration matters
- Excellence in everything
- Community first
- Equity for everyone
- Continuous growth

As a partnership, we always strive to attract the most creative and committed staff who share our belief that success is gained by developing a growth mindset - one which values effort and believes anything is possible

Working for our partnership will provide exciting opportunities for candidates who are committed to excellence for all and thrive in a collaborative environment.

Our professional development offer is of the highest quality. We are engaged in a range of research projects that are shaping education policy, and have an extensive network of schools and organisations with whom we collaborate.

We are privileged to work with amazing young people who value strong relationships with adults, are creative and are eager to learn.

Our curriculum is dynamic, connects learning with global themes, and provides children with rich opportunities to flourish.

This is an exciting time to join the Inspire Partnership, as we build on the achievements of our schools and strengthen these foundations as we grow.

As one of the successful candidates you will be provided with opportunities to learn with other schools and benefit from specialist teachers as well as work with outstanding leadership, as you receive the very best support.

We look forward to hearing from you soon.



**Clare Dennis and
Donna Callaghan**
Co-Headteachers

West Thornton Primary School

West Thornton Primary School is part of the Inspire Partnership Trust family of schools. The school comprises of two sites, one on Canterbury Road and the other on Rosecourt Road, both in Croydon. We serve a diverse community and have just under 1000 pupils on roll.

West Thornton Primary School is a vibrant learning community, where we offer children a fully rounded education, which includes an exciting creative curriculum and a highly inclusive, supportive environment.

We educate children from Reception to Year 6, on 2 sites, working closely with our partner schools in the Inspire Partnership as well as schools in our wider local community.

Partnership with parents and carers is at the centre of everything we do. Through regular newsletters, workshops, coffee mornings and celebration events, families and staff work hand in hand.

Parents are learners too and our vision extends to providing a range of adult learning experiences that will transform and regenerate our community beyond recognition. Together, everyone achieves more.

We look forward to working in partnership with you to ensure every pupil at the school achieves the best possible outcomes, enjoys their learning and aspires to be the best.

In October 2024, Ofsted judged the school as **OUTSTANDING** for Behaviour and Attitudes, Personal Development, Early Years Provision and Leadership and Management and **GOOD** for the Quality of Education.



We promote independence, resilience and teamwork so that all children are prepared to be informed, purposeful citizens in the 21st Century.

If you are an enthusiastic and committed candidate who is passionate about providing our young people with the very best learning experiences, we want to hear from you.

Your application should highlight and provide evidence of your strong leadership strengths, as well as your commitment and alignment to the Inspire Partnership ethos and values.

This rewarding role also offers a fantastic career opportunity for the successful candidate to develop their networks and strategic leadership across the Partnership and beyond.

By working closely with leadership teams across our family of schools, you will be influential in fostering cross-school initiatives, driving trust-wide improvement strategies, and contributing to the development of shared best practices.

The Role

The successful candidate will:

- Be an excellent teacher with the ability to ensure high standards across the school
- Have a strong knowledge of teaching and learning, curriculum and inclusion
- Be relentless in the pursuit of achieving an excellent quality of education for our children
- Be committed to children enjoying and engaging in their learning whilst being challenged
- Be an instrumental part of the senior leadership team and make a significant contribution to the strategic development and direction of the school
- Have experience of leading people, developing expertise, and holding others to account—making best use of individual strengths to inspire and motivate staff to deliver the very best for our pupils

Our benefits include:

- Being part of an ambitious and outward-facing Trust, commitment to staff wellbeing and workload, guided by our **Trust Relational Charter**
- Ongoing professional development and opportunities to work across the Partnership and within other school settings
- Access to Trust-Wide Innovation Hubs and collaboration with colleagues across the Partnership, focusing on key areas of educational development
- Enhanced family-friendly pay policies
- Access to confidential Employee Assistance Programme
- Electric Car Scheme
- Eyecare Voucher Scheme

Classroom Teacher

Contract -Permanent

Salary -Teacher's Outer London
MPS-UPS - £37,868 - £56,154
per annum

Location: West Thornton Primary
School

Hours Per Week: Monday - Friday
- Full-Time

Start date: September 2026

How to apply

Further information about our Trust is available at: <https://www.inspirepartnership.co.uk> or to discuss this opportunity, please contact **Mrs Clare Dennis**, Headteacher at cdennis@inspirewestthornton.co.uk or **Mrs Donna Callaghan** at dcallaghan@inspirewestthornton.co.uk.

Visits to our school are essential. To arrange a visit please contact: Janine Fernandes, HR Officer - jfernandes@inspirepartnership.co.uk

- **Deadline for applications: 12:00 PM on 6th May 2026**
- **Interview date:** We reserve the right to interview and appoint at any stage during the recruitment process. Early applications are advised, as interviews will be ongoing.
- **Application Form**
- **Applicant guidance**

The Inspire Partnership Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS check. The Inspire Partnership is an equal opportunities employer and welcomes applications from men and women of all ages from any background and from candidates with disabilities.

Job Profile

Job Title/Post: Classroom Teacher

Tenure: Full-Time, Permanent

Responsible to: The Headteacher

Job purposes In addition to the Conditions of Employment for teachers laid down in Part the School Teachers' Pay and Conditions Document 2008, to provide strategic leadership and hold accountability for standards achieved within a given phase and quality order to:

Working with Governors and Senior Leadership Team to enable The Inspire Partnership to give every pupil high quality education, and promote the highest possible standards of achievement

Secure the long-term success of the school by maximizing potential through the skills and resources held

Play a significant role within the context of Every Child Matters, to help ensure The Inspire Partnership School provides a full, integrated range of extended services

Key responsibilities

Key priorities for the Inspire Partnership

- Consistently and continuously raise achievements and standards across the school
- Ensure every child reaches their potential and enjoys a happy, fulfilling school experience
- Ensure our schools continuously maintain and embed best practice
- Develop to a high level positive links with the local community, including parents and carers

Securing accountability

- Develop a collaborative ethos which enables everyone to achieve common goals
- Take personal responsibility to ensure personal accountabilities are clearly understood. This includes planning, marking and assessment
- Ensure every child has access to high quality teaching and learning

Creating the future of The Inspire Partnership School

- Working with colleagues to create the strategic vision and promote the vision, values and ethos to pupils, staff, Governors, parents and the wider community
- Help create a shared learning culture and positive climate by building positive relationships which lead to highly effective communication with colleagues, pupils and parents. This includes listening skills
- Translate the vision into best practice through innovative planning, teaching and providing high quality learning experiences
- Work with the key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community

Leading teaching and learning

- To serve as a role model for pupils, staff and parents
- Maintain a continuous and consistent focus on pupils' achievement, using data and benchmarks to closely monitor progress.
- Develop a carefully thought out and progressive curriculum that supports the planning of engaging lessons that contain progression across ability ranges. This will be informed by secure subject and curriculum knowledge, as well as strategies and approaches that support children with complex autism and learning needs. There must be a strong emphasis on differentiation, visual support, and engagement through multi-sensory approaches with close links to each child's EHCP targets

Leading teaching and learning (continued)

- Teach engaging, challenging and challenging, well organised lessons that build on pupils prior learning and enable sustained progress to be attained
- Ensure lessons are informed by well-grounded expectations of learners designed to meet each child at their developmental stage and raise levels of attainment in all areas.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas for development
- Use assessment as part of their teaching to identify learners' needs or developmental stage, set realistic and challenging targets for improvement and plan future teaching.

Developing self and working with others

- Have excellent subject knowledge and understanding of a range of teaching, learning and behaviour management strategies appropriate for children with complex SEND needs.
- Promote and maintain a culture of high expectations for self and others
- Know a range of approaches to assessment and formative assessment and understand the role of assessment in helping all pupils make good progress
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders.

Leading the provision

- Organise and lead support staff in delivering high-quality interventions, interactions and learning opportunities tailored to individual needs.
- Collaborate with parents, staff and outside agencies to ensure that the children's provision is effective and all adults know the focus and next steps for individual learners.
- Collate ECHPs, reports, assessments and updates from outside agencies, then share key information with support staff and ensure their understanding of the changes and intended impact.
- Maintain a learning environment that promotes communication, interaction and the holistic development of each child.

Strengthening community

- Work with colleagues to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work and collective worship
- Create and promote positive strategies for challenging racial and other prejudice
- Ensure community-based learning experiences are planned for and are explicit in medium term plans
- Collaborate with colleagues and other agencies to ensure pupil and community needs are met
- Promote community cohesion by ensuring long term, medium term and short term planning references links to community cohesion and extended services.

Strengthening community (continued)

- Ensure planning takes account of the diversity, values and experience of the school, school grounds and local community
- Create and maintain effective partnerships with parents, staff and Governors to support and improve pupils' achievements and personal development.

Data protection

- It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems

Health and safety

- Manage and organise the learning environment within the provision to ensure each classroom reflects the school's high standards and aspirations
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline considering learners with complex autism. around supporting learners with complex needs.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of learners

- Ensuring the safety of all staff and pupils within the phase team by coordinating risk assessments, planned trips and visits and any school activities with a risk potential. This includes ensuring all staff within the phase team are aware of potential risk factors and school procedures for managing risk effectively.

Safeguarding

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Local Authority and the school.

Person specification

Person Specification

Qualifications, Knowledge and experience	Essential	Desirable	Method of Assessment
Hold Qualified Teacher Status	•		Application Form
Current experience of teaching children working Pre-Keystage or the Engagement Model	•		Application Form
Good written communication skills	•		Application Form Tasks
Good oral communication skills			
Have excellent subject knowledge of curriculum in specified Key Stage	•		Application Form
Have excellent subject knowledge of curriculum across all Key Stages in a Primary School		•	Application Form
Teaching and Learning			
Ability to set high expectations which inspire, motivate and challenge pupils	•		Application Form Interview
The ability to create a safe, attractive and stimulating environment that contributes positively to teaching and learning	•		Application Form Interview
Plan and teach well-structured lessons and to promote a love of learning	•		Application Form Interview
Teach using a wide range of teaching strategies to meet differing learning styles and to maximise achievement for all children including those with special educational needs and high achievers	•		Application Form Interview
Ability to make accurate and productive use of assessment, feedback and data to secure pupils' progress	•		Application Form Interview
Know a range of strategies that promote excellent learning behaviours	•		Teaching Activity Interview
Evidence of leading the work of other adults in classrooms		•	Application Form Interview

Person specification

Qualifications, Knowledge and

experience	Essential	Desirable	Method of Assessment
Hold Qualified Teacher Status	•		Application Form
Current experience of teaching in different key stages (this may be as a student).		•	Application Form
Good written communication skills	•		Application Form Tasks
Good oral communication skills	•		
Have excellent subject knowledge of curriculum in specified Key Stage	•		Application Form
Have excellent subject knowledge of curriculum across all Key Stages in a Primary School		•	Application Form
Teaching and Learning			
Ability to set high expectations which inspire, motivate and challenge pupils	•		Application Form Interview
The ability to create a safe, attractive and stimulating environment that contributes positively to teaching and learning	•		Application Form Interview
Plan and teach well-structured lessons and to promote a love of learning	•		Application Form Interview
Teach using a wide range of teaching strategies to meet differing learning styles and to maximise achievement for all children including those with special educational needs and high achievers	•		Application Form Interview
Ability to make accurate and productive use of assessment, feedback and data to secure pupils' progress	•		Application Form Interview
Know a range of strategies that promote excellent learning behaviours	•		Teaching Activity Interview
Evidence of leading the work of other adults in classrooms		•	Application Form Interview

Person specification

Person Specification Continued

Teaching and Learning Continued	Essential	Desirable	Method of Assessment
To lead on whole school initiatives/projects		•	Application Form
To lead on achieving whole school awards e.g. wellbeing award, healthy schools award		•	Application Form Interview
P.E. Subject leadership experience		•	Application Form Interview
Safeguarding Children			
Committed to ensuring all pupils in our school are kept safe.	•		Application Form Interview
Enhanced DBS check.	•		Recruitment Checks
Equal Opportunities			
Committed to ensuring that all members of our school community can achieve excellence	•		Application Form Interview
Developing self and working with others			
Commitment to own improvement through professional development / further study	•		
Be committed to engaging parents in the work of the school	•		
Show commitment to upholding excellent levels of professional conduct as a teacher.	•		

The Inspire Partnership

Information about the trust



About us

The Inspire Partnership is passionate about transforming the future for our children through partnership and collaboration. Placing children at the centre of all we do, we aim to create a climate where excellence flourishes as a result of outstanding leadership, engaging teaching and high quality learning.

This comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.

At the Trust's inception, we recognised each of our founding schools required an alternative approach to improvement which focused more on relationships, connectedness and interdisciplinary approaches to learning.

This is why collaboration is central to our mission. It binds schools together as communities, reminding us that we exist in the People Age. The emphasis on transformation exists because our schools have all required rapid systemic improvement in practice.

Partnership and collaboration benefit us all and help school communities become stronger.

Our values

Collaboration matters because this creates shared agency amongst staff, pupils and our wider communities. We are stronger together and can achieve more through working in partnership.

Excellence in everything because we believe learning is an artform, measured best through the journey and the quality of the outcome. Excellence is inclusive because it creates a shared expectation in everyone to achieve.

Community first connects our mission to transform lives with our vision to ensure pupils have the skills, qualities and attitudes to achieve the very best. Leadership behaviours for everyone are rooted in serving communities, especially those who need us most.

Equity for everyone exists to ensure we are fair, enact ethical leadership and strive to remove barriers to learning wherever they exist.

Continuous growth applies to us as leaders of learning as much as children discovering the joy of learning. We all have the capacity to grow new skills, learn knowledge and gain new experiences. We grow best in a climate of trust, reciprocity and connectedness.

Our story so far



In 2013, the Partnership was formed from 3 primary schools in Greenwich - Foxfield Primary School, Rockliffe Primary School and Woodhill Primary School. We established a common curriculum framework, a suite of professional development training and networks of excellence shared between our staff.

Within two years, all three schools had improved provision and outcomes for pupils and were judged to be good or outstanding by Ofsted and external partners.

The partnership had established a mature framework for school-to-school support programmes, delivered both locally and across the country.

In 2017, we were invited by Medway to support Maundene and then Elaine primary schools, both underperforming with declining standards and pupil outcomes way below national expectations.

Within a year of joining the Trust, each school had demonstrated rapid improvement.





In 2020, we began a new journey with four schools joining the Trust. Delce Academy joined us in March 2020, followed by Forest Academy, West Thornton Primary School and Woodside Primary School in April 2020.

Despite the challenges of lockdowns and the pandemic, as a family of nine schools we have continued to serve and strengthen relationships in our communities and to achieve our mission of transforming children's lives through partnership and collaboration.

In 2022, Forest Academy, Elaine Primary School and Maundene Primary School received inspections from Ofsted and we were proud to share the vastly improved positive transformation of the schools, which were reflected in the good outcomes of all three reports.



In 2024, Delce Academy and West Thornton Primary School were inspected by Ofsted and we were delighted to have the schools' hard work validated with good and outstanding outcomes. Both schools had been judged as inadequate before joining the partnership.



In 2025, we welcomed Chattenden Primary School, Medway, into the partnership as we continue to grow our Trust.

Working with us

Our mission to transform children's lives through partnership and collaboration comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.

Our core terms and conditions of employment are in line with other local schools and we recognise national and local agreements relating to the fair and equitable management of school staff.

What sets us apart is the opportunity for you to work at the cutting edge of educational thinking and practice.

Regardless of your role, you will have the chance to develop your knowledge with access to the best training and development opportunities at each stage of your career, take part in ground breaking research projects and be actively encouraged to work collaboratively with some of the most talented and innovative colleagues, both at a local and national level.

If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve. - Dylan Williams

Terms and conditions

We recognise the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book'). We also recognise the framework for teachers pay set out annually in the School Teachers' Pay and Conditions Document.

Similarly, we recognise the support staff terms and conditions that are set out by the National Joint Council for Local Government Services National Agreement on Pay and Conditions (the 'Green Book')

Pay and pensions

You will be paid monthly into your nominated bank account and you will be able to access your payslips online. You will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme through our admitted body status. Both schemes offer an attractive range of benefits.

Continuous service We recognise continuous service in line with the Redundancy Payments (Continuity of Employment in Local Government etc.) Order 1999.

Our benefits

Within our Partnership, we want to ensure that whilst supporting our wonderful pupils and communities, you feel valued as a colleague, and that your important contribution is fully recognised and appreciated.

As a values-based organisation, we want to ensure that your lived experience at work is rewarding, enriching and supports you to reach your goals both personally and professionally.

As a colleague of the Trust here are some of our great benefits:

Collaboration - We don't just talk about it, we live and breathe it in everything we do. As a member of staff you will experience a range of activities which allow you to work closely with colleagues not only in the Trust but across a variety of networks and partnerships as you share ideas and best practice. We are a Trust where innovation and new ideas are welcomed and encouraged.

Workload and Wellbeing - We have pledged our support to the DfE's Wellbeing Charter and as an ambitious and outward facing Trust we go beyond this through our commitment to staff workload and wellbeing as outlined in our [Trust Relational Charter](#)).

This includes the opportunity to provide feedback on matters that directly relate to you and your workload and wellbeing through a variety of mechanisms. As well as support from wellbeing champions and Mental Health First Aiders, you and your family will have 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance.

Employee recognition - We value the contribution of all staff across the partnership and take every opportunity to thank them for this as well as celebrate local and Trust-wide achievements through shout-outs in school briefings, our Partnership Press and the annual Trust Awards.

Professional development - You will be provided with ongoing professional training, development and opportunities tailored to your learning needs throughout your career. Including Trust-Wide Innovation Hubs and opportunities to collaborate with colleagues across the Partnership, focusing on specific areas of educational development.

Pay progression - No matter what role you do, pay progression is offered.

Pension schemes - All staff have access to two of the most attractive national pension schemes - Teachers' Pensions Scheme and Local Government Pension Scheme.

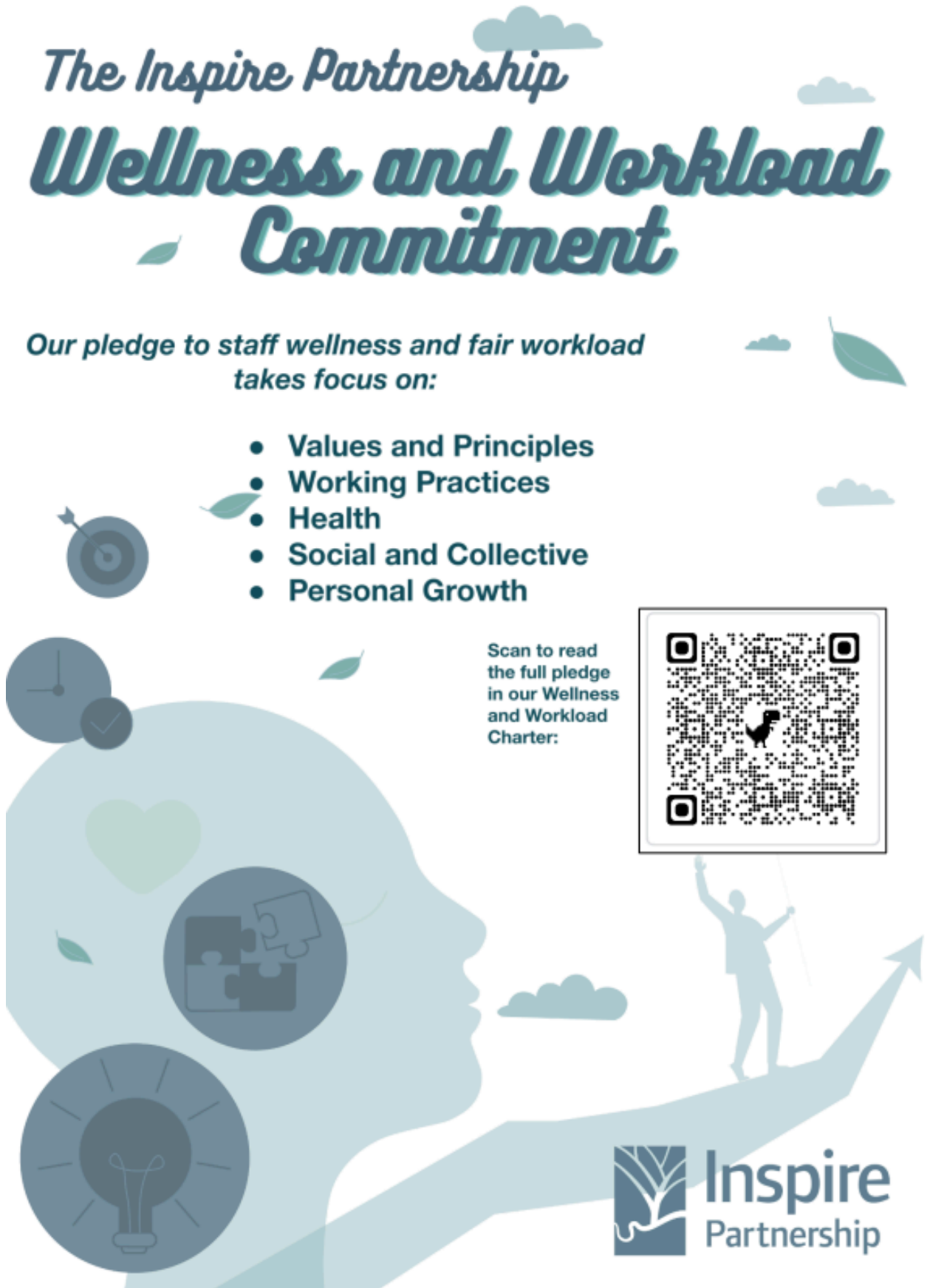
Electric car scheme - Eligible staff can access this scheme through salary sacrifice, making electric cars more affordable.

The Inspire Partnership **Wellness and Workload Commitment**

**Our pledge to staff wellness and fair workload
takes focus on:**

- Values and Principles
- Working Practices
- Health
- Social and Collective
- Personal Growth

Scan to read
the full pledge
in our Wellness
and Workload
Charter:



Our schools

Greenwich



Foxfield Primary School
Co-Headteachers: Megan Minnett and Tatum Ward
Telephone: 020 3260 7500
Find out more:
www.foxfield.org.uk



Woodhill Primary School
Headteacher: Martha Holder
Telephone: 020 8854 5055
Find out more:
www.woodhillschool.co.uk



Rockliffe Manor Primary School
Headteacher: Nancy Cook
Telephone: 0208 854 4785 Find out more:
www.rockliffemanor.co.uk

Medway



Elaine Primary School Head of School: Emma Baldwin
Telephone: 01634 294817
Find out more:
www.elaine.medway.sch.uk



Delce Academy
Headteacher: Julie North
Telephone: 01634 845242
Find out more:
www.delceacademy.co.uk



Maundene School
Headteacher: Joanne Capes
Telephone: 01634 864721
Find out more:
www.maundene.medway.sch.uk



Chattenden Primary School
Headteacher: Vicky Diddams
Telephone: 01634 250861
Find out more:
www.chattenden.sch.uk

Croydon



West Thornton Primary School

Co-Headteachers: Donna Callaghan and Clare Dennis
Telephone: 020 8684 3497 Find out more:
www.westthornton.croydon.sch.uk



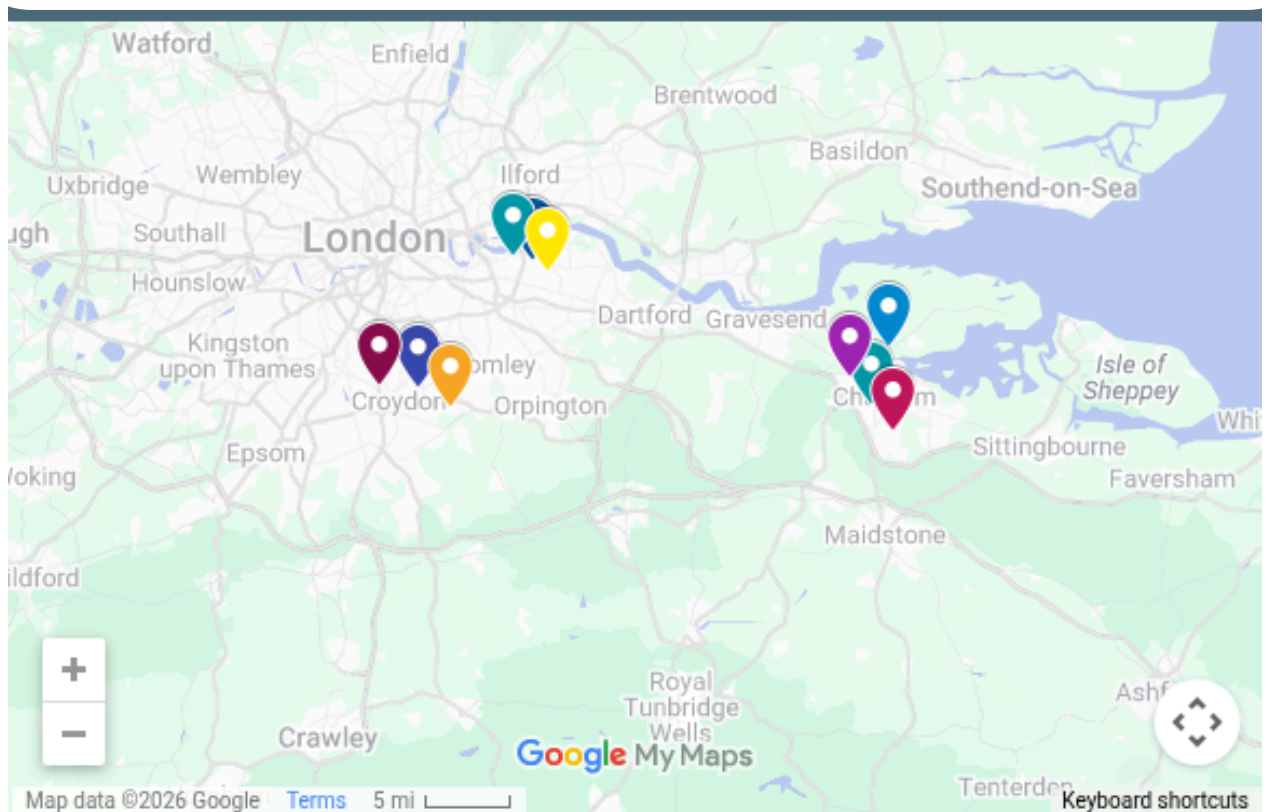
Woodside Primary School

Headteacher: Iman Atwal
Telephone: 020 8654 5333
Find out more:
www.westthornton.croydon.sch.uk



Forest Academy

Headteacher: Swabra Lloyd
Telephone: 020 8777 2808
Find out more:
www.forestacademy.org.uk



Links

[Privacy Statement](#)

[Inspire Partnership](#)

[Curriculum Showcase](#)

[Professional Learning](#)

[Applicant Guidance](#)

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