

CHANNING JUNIOR SCHOOL

**KS2 Form Teacher (Maternity Cover) with the possibility of
KS2 Mathematics Lead for the right candidate**

Required from April 2026



Information about the School for Candidates

The School

Channing School is summed up by its Vision, 'Girls Enjoying Success'. Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.

Founded in 1885 by Unitarian sisters and supported by Rev. Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, has been known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community.

Going beyond Academic Achievement

We believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible.

Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond what they might have thought possible.

Virtually all pupils leaving at the end of Sixth Form go on to study at top universities, both in the UK and further afield.

Community Spirit

Though large enough to ensure academic rigour and excellent facilities, the school is small enough for the Head and members of staff to know every girl personally and as an individual. We have a strong family tradition and a supportive Parents' Association. The atmosphere is happy and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge range of extra-curricular activities on offer to pupils and it is expected that all staff will contribute in some way to this aspect of school. Opportunities exist for involvement in cultural, dramatic, sporting and intellectual pursuits and staff assist in areas where they have a genuine interest and enthusiasm.

Exceptional Setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. Our ambitious £13m building programme, completed in 2017, has provided us with excellent dining facilities, a Music School, a new Sixth Form Centre, Sports Hall with fitness suite and a Performing Arts Centre on the senior school site, but available to the whole school.

Channing Junior School

Channing Junior School has been housed in the gracious Victorian family home known as 'Fairseat' built by Sir Sydney Waterlow, former Lord Mayor of London since 1926. The School is situated in extensive gardens at the top of Highgate Hill with spectacular views over London. The house is well-maintained with light, spacious and elegant rooms. Renovations have led to the provision of a Music Studio, Drama Studio, practical room for Design Technology and Art and Science, as well as a multi-purpose hall.

The Junior School provides a happy, stimulating and secure environment for some 349 girls aged 4 to 11. Entrance is at 4+ and is selective. The broad and balanced curriculum recognises the importance of the core subjects of English, Mathematics and Science, whilst also giving pupils ample opportunity to discover their talents across a broad range of subject areas. Delivery of the curriculum is through a mix of form teaching and subject specialism. Classroom learning is supported by local trips and outings, to take

advantage of the opportunities offered by the capital. There is a strong tradition in Drama, Music, Art and Sport and Computing and Forest School also form a key part of the curriculum. In Reception and KSI, pupils are taught mainly by their form teachers supported by teaching assistants. We aim to provide small children with a strong sense of security during their first years in the school and as a result, the school is a happy place to learn. From Reception, the girls receive specialist teaching in Spanish, Music, PE, Forest School and Drama. From Year 1, the girls also have a specialist teacher for Art and Design Technology. In Key Stage 2, French is also taught by a subject specialist.

The girls are encouraged to become independent learners and, through a variety of teaching strategies, to achieve an increased love of learning and knowledge of the wider world.

The school is very well-resourced and fortunate in its light and airy buildings and in its attractive situation on Highgate Hill. Virtually all full-time staff contribute in some way to our extensive and important extra-curricular programme and raising money for charity, community service, the Duke of Edinburgh Award and Young Enterprise are highly valued. The staff-room is friendly and mutually supportive, and cross-curricular involvement is welcomed and encouraged, particularly in activities outside the classroom. The girls are receptive and well-motivated, and conditions for staff are excellent; we pay London salaries and there is generous provision made for INSET and professional development.



KS2 Form Teacher Channing Junior School - Job Description

All staff share responsibility for upholding and modelling the school's core values outlined in the Channing Promise and in the Junior School the Channing Characters of responsibility, empathy, bravery, resilience, respectfulness, perseverance, curiosity and independence. Equally, we are all committed to ensuring that every girl is supported, challenged and extended so that her educational experience is fulfilling, stimulating and rewarding.

Main Areas of Responsibility

- Take responsibility for the educational and pastoral development of the pupils in your form.
- Liaise with the Head of EY & KS1/Head of KS2, Deputy Head, Deputy Head Academic, SENCO and Head of the Junior School regarding the academic progress, behaviour and wellbeing of the girls in your care.
- Plan, deliver and evaluate a stimulating and appropriately challenging curriculum in line with the school's curriculum maps.
- Work collaboratively with your year group colleague/s to ensure a cohesive and consistent approach.
- Deploy Teaching Assistants effectively to support and challenge the girls and to assist with preparation of resources.
- Support the girls in developing independence and organisation, including managing their belongings.
- Maintain a well-organised, welcoming and visually engaging classroom and cloakroom environment.
- Celebrate pupils' achievements by displaying their work and ensure key reference materials (e.g. for English and Maths) are clearly visible and accessible.
- Liaise with subject specialists, Subject/Area Leads and members of your Key Stage team to support learning and ensure consistency.
- Set and maintain high expectations for behaviour, following the school's Discipline and Behaviour Policy.
- Communicate clearly and professionally with parents via email, in person and during virtual meetings.
- Keep the Head of EY & KS1/Head of KS2, Deputy Head, Deputy Head Academic and Head of the Junior School informed of any meetings or significant conversations with parents, recording these on CPOMS.
- Maintain up-to-date and accurate records for all pupils in your form.
- Write regular academic reports that clearly outline each pupil's progress, strengths and next steps.
- Work closely with the SENCO and Deputy Head Academic to support pupils with SEND, those identified as More Able, or those for whom English is an additional language.
- Attend and contribute to termly Pupil Progress Meetings, identifying strategies to support each girl. Complete and submit assessments and pupil tracking data in line with school guidelines, under the direction of the Deputy Head Academic.
- Plan and deliver year group assemblies for parents with your year group partner and team.
- Organise and attend educational visits, workshops and (where relevant) residential trips that enhance and extend pupil learning. Support pupils in preparation for these trips and visits appropriately.
- Supervise pupils during break and lunch times in accordance with the staff rota.
- Plan and lead a weekly after-school extracurricular club.
- Take on the leadership of a curriculum subject or an area of school life, working closely with the Deputy Head Academic and liaising with colleagues in the Senior School. The following [document](#) outlines the key responsibilities of a subject leader.
- Support the pupil admissions process, ensuring newly joining pupils and families are welcomed to the school effectively.
- Participate fully in school events and activities, including residential trips for Key Stage 2 where appropriate.
- Attend Staff Meetings, INSET training and CPD courses, as directed by your mentor, the Deputy Head Academic or the Head of the Junior School.
- Carry out any other reasonable duties consistent with the role and responsibilities of a teaching post, as directed by the Head of the Junior School.

Person Specification

Experience and Knowledge

- A recognised teaching qualification (BA(Ed), BEd, PGCE) with QTS with appropriate training and classroom experience.
- Up-to-date knowledge of current educational developments and best practice in EYFS, KSI and/or KS2.
- A clear understanding of how to support and challenge pupils of all abilities to help them fulfil their potential.
- A demonstrable ability to inspire and sustain a love of learning among pupils.
- Up-to-date understanding of inclusive practice, including effective support for pupils with special educational needs and supporting emotional regulation, to ensure positive outcomes for all pupils.

Skills and Abilities

- A track record of excellent classroom practice across a range of year groups and pupils.
- Experience of successfully adaptive teaching to meet the needs of different learners and contributing to curriculum development.
- Strong teamwork skills and the ability to build positive working relationships with colleagues.
- Excellent communication, organisational and administrative skills.
- Ability to meet deadlines and maintain a high level of attention to detail.
- Effective behaviour management, demonstrating consistency, fairness and care.
- Professional personal presentation and conduct.
- An excellent record of attendance and punctuality.
- Competence in using ICT to enhance teaching and learning.
- A willingness to contribute to the wider life of the school through co-curricular and extra-curricular activities.

Personal Attributes

- Initiative and strong self-motivation.
- A proactive, flexible and positive approach to work.
- Enthusiastic and energetic, with a genuine commitment to education and the wellbeing of young people.

Applications

Applications are to be made via **TES.com in the first instance**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If you are unable to submit your application via TES please email recruitment@channing.co.uk

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: 12pm, Wednesday, 25 February 2026

Interviews: Tuesday 3 March 2026



Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.