

Secondary Equity Teacher-Practitioner

Location: Based full-time in one partner secondary school in Lambeth, with some work from Brixton SW2 and occasional travel as required

Salary: £52,500 per annum

Contract type: Full-time, 1 year fixed-term contract, (year-round)

About Class 13

Class 13 is an education equity charity working to transform the conditions in which children and educators learn, work and relate. We believe schools should be places where young people and adults are treated as full human beings, not managed through fear, control or deficit assumptions. Our work starts from the view that inequity is not an isolated issue or a matter of a few poor decisions. It is structural, relational and ideological, and it requires more than surface-level reform.

We work with educators, families and communities to challenge harmful norms and build something different: school cultures rooted in affirmation, critical thinking, community and democracy. We are not interested in quick fixes or high-optics, low-impact responses. We are interested in slow, meaningful change that shifts practice, relationships and power over time.

Our four principles are:

Affirming

Recognising a person's inherent value and humanity, without conditions.

Critical thinking

Creating cultures where questioning, reflection and deeper understanding are expected, not exceptional.

Community

Building mutual care, trust and accountability, and resisting isolation through connection.

Democracy

Creating environments where power is shared, voices matter, and decisions are shaped collectively.

Role overview

This is not a traditional classroom teaching role, though it does require strong classroom presence and credibility.

The Secondary Equity Practitioner will be embedded full-time within one partner secondary school, working mainly with teachers to support deep reflection on practice, help surface harmful assumptions and routines, and support more equitable ways of teaching, relating and responding. The role sits at the heart of Class 13's Equity-Driven Practice Cycle and is central to how we support lasting change in schools. The role will involve regular lesson cover across the 11-17 age range and across a broad range of subjects, enabling teachers to participate in reflection, training and development.

This role will suit an experienced secondary teacher who can build trust quickly, hold complexity without rushing to easy answers, and stay in relationship when conversations become uncomfortable. We are looking for someone who can act as a supportive, reflective, critical friend to teachers, not someone who needs to be the most certain person in the room.

Purpose of the role

To support teachers to reflect critically on their practice, acknowledge their potential for harm, and take meaningful steps towards transforming how they teach and relate to young people.

Before you apply

This role is deeply relational and, at times, emotionally demanding. You will be working with teachers in moments where reflection may feel vulnerable, uncertain or uncomfortable. To do this well, you will need to bring patience and care: the ability to build trust, hold space for honest conversation, and support people to think carefully about their practice in ways that are thoughtful, humane and grounded.

We are looking for someone who can do this with curiosity and humility. Someone who does not need to stand above the work, but is willing to be part of it. The role asks for a person who can support reflection in others while continuing to reflect on their own practice too.

You will also need to be comfortable working in a very small team, where flexibility, and collective responsibility matter.

Key responsibilities

Equity-Driven Practice Cycle

- Build trusting, affirming relationships with teachers and school staff.
- Support teachers to reflect on classroom practice, routines, interactions and assumptions.
- Facilitate one-to-one and small-group reflective conversations that support teachers discover for themselves rather than simply being told what to change.

- Observe lessons and identify patterns, tensions and opportunities for change.
- Cover lessons across the secondary age range and across a range of subjects, creating protected space for teachers to engage in professional reflection and development.
- Support teachers to translate reflection into practical changes in the classroom.
- Contribute to the delivery of Class 13's wider professional development offer.
- Support teachers move from defensiveness to curiosity, and from intent to impact, in line with Class 13's approach.

School-based relationship and culture work

- Build strong working relationships with teachers, support staff and, where appropriate, senior leaders.
- Contribute to a school culture where reflection, honesty and shared responsibility are possible.
- Offer thoughtful challenge to harmful patterns and practices while maintaining trust and relational safety.
- Support the development of more equitable routines, responses and ways of working across school life.
- Work with colleagues and school partners to ensure the work remains grounded in the four Class 13 principles.

Organisational contribution

- Contribute to Class 13's organisational learning by documenting reflections, patterns, tensions and emerging insights from delivery.
- Work closely with the wider Class 13 team to refine practice, resources and delivery.
- Contribute to blogs, case studies, reports and other written outputs where needed.
- Participate fully in supervision, reflection and team development as part of a small organisation.

What will help someone thrive in this role

We are looking for someone who is:

Understanding

You can read complexity without rushing to simplify it. You listen well, notice what is happening beneath the surface, and extend empathy even when you find someone's practice difficult or frustrating.

Supportive

You know how to create relational safety. You can help people stay with difficult reflections without shaming them.

Reflective

You can examine your own practice honestly. You are open-minded, thoughtful and willing to question your assumptions. You are able to notice contradictions in yourself as well as others.

Essential skills and experience

- Qualified Teacher Status.
- Significant experience teaching in a UK secondary school.
- Strong classroom practice and the ability to quickly build rapport with young people aged 11-17.
- Confidence in teaching and holding lessons across a broad range of subjects through lesson cover.
- Experience supporting, coaching, mentoring or developing other adults in a school setting.
- Ability to facilitate reflective conversations in a way that is supportive, calm and humanising.
- Ability to build trust with teachers, especially when they feel vulnerable, exposed or defensive.
- Strong understanding of how inequity, harm and deficit thinking can show up in schools.
- Willingness and ability to reflect critically on your own practice.
- Strong written communication skills, with the ability to write clearly and thoughtfully.
- Ability to work flexibly and collaboratively as part of a very small team.

Desirable skills and experience

- Experience in middle or senior leadership.
- Experience in inclusion, behaviour, safeguarding or pastoral leadership.
- Experience designing or delivering professional development.
- Experience of working across whole-school culture changes, not just within your own classroom.
- Familiarity with Class 13's work, values or wider intellectual influences.
- Experience working in mainstream secondary schools serving communities facing structural inequality.

What we are less interested in

polished equity language without deep reflection. For us, this work is not about saying the right things, relying on representation alone, or locating the problem only in other people.

We are looking for someone who can move beyond surface-level familiarity with equity work and show a deeper capacity for reflection, relational practice and change. Awareness-raising, allyship language, and individual or unconscious bias training do not on their own reflect the depth of analysis or practice this role requires.

Class 13's work asks for something slower and more demanding: a willingness to stay with complexity, examine your own practice as well as the systems around you, and support change in ways that are thoughtful, humane and grounded.

Class 13's commitment

Class 13 is committed to building an equitable and inclusive workplace. We welcome applications from people from a wide range of backgrounds and experiences, particularly those underrepresented in education and the charity sector.

We know that strong candidates do not always meet every line of a person specification. If this role feels like a strong fit and you can see yourself growing in it, we encourage you to apply.

We are happy to discuss reasonable adjustments throughout the recruitment process and in the role itself.

Application process

To apply, please send:

- your CV
- responses to the application questions below

If you would like to request the application in an alternative format, please contact hello@class13.org

Application questions

Please answer all five questions. We recommend around 300-500 words per question.

1. Reflective practice

Describe a time when you came to see that an aspect of your own practice may have been causing harm, or limiting a young person's experience of school. What supported you to recognise it, and what changed afterwards?

2. Supportive challenge

In this role, you would often be working with teachers who feel vulnerable, defensive or

unsure. How would you approach a reflective conversation with a teacher after observing a lesson that raised concerns for you?

3. Classroom credibility

This role involves regular lesson cover across the secondary and sixth form age range and across a broad range of subjects. What helps you quickly establish trust, presence and purpose with a class you do not know well?

4. Small team working

What do you see as the strengths and challenges of working in a very small team? How have you contributed well in that kind of environment before?

5. bell hooks reflection

bell hooks wrote:

“When education is the practice of freedom, students are not the only ones who are asked to share, to confess. Engaged pedagogy does not seek simply to empower students. Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process. That empowerment cannot happen if we refuse to be vulnerable while encouraging students to take risks.”

What does this quote mean to you in the context of teaching, adult reflection and power in schools?