



Crosshall Junior School

Teaching Assistant and Midday





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Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all



Welcome from our Headteacher

Crosshall Junior School is a dynamic environment; no year is the same, as no group of children or individuals are the same; and this year, in particular, is momentous as it marks the 50th Anniversary of Crosshall. The school offers a consistent approach across the years and has high expectations. Children are nurtured and feel cared about, as demonstrated by our accreditation as the Flagship School: Centre of Excellence for Inclusion – the only school in the whole of the eastern region.

Our outstanding curriculum aims to develop life-skills and provide a first-class education. Future Me promotes ways in which aspirations for adulthood can be achieved from the age of seven. Members of the community also work with the children so that they have a realistic understanding of their jobs. Oracy, literacy and numeracy are promoted alongside the arts, PE, humanities, computing, science, DT, IT and languages, and the school has excellent resources reflecting this ambition.

Assessment is integral to learning and we use formative and summative assessment to ensure that teaching is targeted, relevant and timely. To ensure accurate benchmarks, we have used GL Assessment packages for over ten years. The marking and feedback policy recognises that the children are on a learning journey and our use of 'not yet' encourages students to think through problems. Encountering challenges indicates that a child is learning and it is when a child bounces back from difficulties that confidence, resilience and

drive are developed. The deepest learning often comes through adversity and perfectionists have their thinking challenged.

Although the children in Year Six sit their End of Key Stage Two Tests, and we ensure that our children are well prepared to do their very best, we do not adhere to an 'exam factory' approach. Throughout the school, process and effort are praised and a growth mindset is encouraged. We want our children to be equally brave and to make the most of every opportunity.

Future Me, rewards children who, regardless of academic ability, take risks, try something new, participate in social action and build character, whether at school or home. Personal and social skills are fostered through a secure and positive framework and links have been built with the local and wider community.

By the end of the Key Stage, we believe that our children are successful, more independent, happy and confident students, ready to become responsible citizens; they are more aware of what they would like to attain in the future and have the skills and know-how to Achieve their Dreams –



Dan Ainscow and Liam Murphy





About Crosshall Junior School

Crosshall Junior School Academy Trust is a large junior school (primary school Year Three, Four, Five and Six) with four classes per year group. Whilst serving the immediate area of Eaton Ford, the school also attracts families from outside the locality including other parts of St Neots, Eynesbury, Hail Weston, Little Paxton, the Offords and beyond. The school is highly regarded.

Leadership at all levels has had a significant impact on the development of the school's rich, inclusive learning environment. The teachers are highly motivated and staff turnover is extremely low. Seven teachers are male.

The children are central to the culture of continual improvement. We strive to provide an education that is dynamic, personalised and appropriate. We want our children to feel nurtured and cared about and to lead happy and successful lives whilst at primary school and beyond.

Confidence, resilience and drive are crucial and our curriculum rewards children who take risks and a role in social action. Combining our character building curriculum with a growth mind-set ensures that they become responsible citizens and have the skills and knowledge to Achieve their Dreams.



Crosshall Junior School Ethos and Values



Our ethos is encompassed in our school values of Ambition, Resilience and Kindness (ARK) and our motto of 'Achieve Your Dreams'.

We aim to enable and encourage every student to achieve his or her full potential in every aspect of school life.

Over the years at Crosshall Junior School, we have worked hard to create an environment where students develop a true joy of learning. We believe that students with different abilities, backgrounds and talents have much to contribute to each other.

We recognise the individual needs of all students, and our attitude towards the curriculum emphasises the broader concept of personal development.

We live in a rapidly changing society, and it is important that students are prepared for the future by being flexible enough to cope with change and having open minds.





Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities. Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide. Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;
- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;

- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:

- 

Valuing People

Engaged, developed, supported, and consulted.
- 

High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.
- 

Pursuit of Excellence

Set ambitious goals and model what success looks like. Eager to improve.
- 

Extending the Boundaries of Learning

Make connections, provide opportunities. Generous and sharing of knowledge and expertise.
- 

Achievement for all

Are accountable for the outcomes we contribute towards and strive for the very best.





Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 32 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)

How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: 13th March 2026

Interviews: W/C 16th March 2026

Applying:

For any questions about the application process please contact: Kyla Murray, HR Officer at kmurray@meridiantrust.co.uk

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students





JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Teaching Assistant – Level 1
JD Reference:	STD TA 01
School/Academy:	Crosshall Junior School
Weeks:	38 Weeks
Hours of work:	15 Hours
Salary:	Grade 4 Point 3
Responsible to:	SENDCO

Role:	To support the teaching of students
Purpose of job:	To assist the classroom teacher in the support and inclusion of children To support access to learning for students and encourage interaction and independence

Responsibilities and Accountabilities:

Support for Students:

- Supervise the activities of individuals or groups of children to ensure their safety and welfare
- Establish and keep supportive relationships with individual students or small groups to ensure they understand and can achieve the tasks
- Promote the inclusion and acceptance of all students
- Aid the learning of children by:
 - Clarifying and explaining instructions
 - Ensure that the child can use the equipment and materials supplied
 - Motivate and encourage the child as needed
 - Aid in weaker areas, e.g., spelling, handwriting, reading etc
 - Help students to concentrate and to finish the work set

Support for Teachers:

- Prepare the classroom for lessons as directed
- Undertake support activities as needed, e.g., photocopying, mounting displays, filing, etc
- Undertake student record keeping as requested
- Contribute to the management of student behaviour



Support for the Curriculum:

- Support students to understand instructions
- Support students in respect of local and national learning strategies e.g., literacy, numeracy, KS3, KS3, as directed by the teacher
- Support the use of ICT in the curriculum

Support for the School:

- Be aware of, and follow, policies and procedures, e.g., child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to the relevant person
- Accompany staff and students on visits, trips and out-of-school activities as needed
- Develop and keep effective working relationships with other staff
- Attend relevant meetings as needed

Support for School/Academy/Place of work:

- Participate in staff events by arrangement
- Attend Staff Meetings
- Contribute and take part in Trust events and activities where possible
- Develop and keep effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices, and procedures

Data security:

- Follow the legal provisions regulating confidentiality and security of data and information under GDPR

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- Work/run all equipment within Health and Safety & Welfare
- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust

- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding:

- The post holder will have a shared responsibility for safeguarding all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- Inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties equal to the grade of the post, in consultation with the line manager. This job description is subject to review and may be changed following consultation with the post holder.

It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

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

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2022

Person Specification Teaching Assistant Level 1	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Teaching Assistant qualification or willingness to work towards one		✓	A
Experience		Essential	Desirable	Assessment
3	Experience of supporting children in a classroom environment		✓	A/I
4	Experience of working with children across all key stages		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
5	Some understanding of the education system	✓		A/I
6	Some knowledge of the SEND Code of Practice		✓	A/I
7	Some understanding of how children learn	✓		A/I
8	Some understanding of phonics, numeracy, and literacy development	✓		I
9	Knowledge of the concept of confidentiality	✓		I
10	Awareness of child protection issues	✓		I
11	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
12	Able to make and sustain positive relationships with children	✓		I
13	Able to work closely with pupils who are finding learning difficult	✓		I
14	Good written and oral communication skills	✓		I
15	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment

16	Willingness to undergo further training and development	✓		I
17	Positive and enthusiastic approach towards work	✓		I
18	Ability to act on own initiative	✓		I
19	Kindness and empathy towards students and colleagues	✓		I
20	Ability to work as part of a team effectively			I
Child Protection		Essential	Desirable	Assessment
21	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
22	Flexibility of working hours	✓		A/I

Job Title:	Midday Supervisor
JD Reference:	STD ED 25
School/Academy:	Crosshall Junior School
Weeks:	38 Weeks
Hours of work:	3.25
Salary:	Grade 3
Responsible to:	Cover Manager

Role:	Supervise children during the lunch and break periods.
Purpose of the job:	Ensure the security and care of pupils of the school and to promote their social development during the lunch period.

Responsibilities and Accountabilities:

- Supervise pupils, during the lunch periods, in dinner queue in the dining hall, playground areas and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.
- Report to the Cover Manager at beginning of the lunch period and receive any instructions regarding duties.
- Monitor the behaviour of pupils discouraging positively any anti-social behaviour and reporting any incidents to the Cover Manager as appropriate.

- Ensure the safety and wellbeing of children, providing emotional support where necessary.
- Arrange and supervise appropriate activities under the direction of the Cover Manager.
- Ensure that all pupils who suffer any injury or accident are dealt with appropriately following the school's agreed procedures. (Call for first aid assistance as necessary)
- Supervise pupils on the school premises in the hall, classrooms, on stairs and through corridors, when they are not allowed outside because of inclement weather.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings as needed.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values .
- Follow school policies, practices, and procedures.

Data security:

- Act following legal provisions regulating confidentiality and security of data and information under General Data Protection Regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- Work/operate all plant and machinery within Health and Safety and other legal regulations, including risk assessments.
- Physically able to perform tasks set out in this job description.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal and professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which can contribute to improvements in the daily running of the Trust.
- Participate in the annual appraisal system.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available,

particularly when related to the use of ICT, for data management and record keeping.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for safeguarding all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- Inform the Child Protection Officer of any issues relating to the safety and well-being of students.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust concerning the post holder's professional responsibilities and duties.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager.

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

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2022

Person Specification : Midday Supervisor		Assessment Key: A = Application Form I = Interview		
Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in the English Language	✓		A
Experience		Essential	Desirable	Assessment
2	Experience in supporting children	✓		A/I
Knowledge and understanding		Essential	Desirable	Assessment
3	Understanding of the education system		✓	A/I
4	Understanding how children learn		✓	A/I

5	A sound grasp of the concept of inclusive practice		✓	I
6	Knowledge of the concept of confidentiality	✓		I
7	Awareness of child protection issues	✓		I
8	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
9	Ability to use language and other communication skills that children can understand and relate to	✓		I
10	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
11	Willingness to undergo further training and development	✓		I
12	Positive and enthusiastic approach toward work	✓		I
13	Ability to act on own initiative	✓		I
14	Kindness and empathy towards students and colleagues	✓		I
15	Ability to work as part of a team effectively			I
Child Protection		Essential	Desirable	Assessment
16	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
17	The flexibility of working hours	✓		A/I