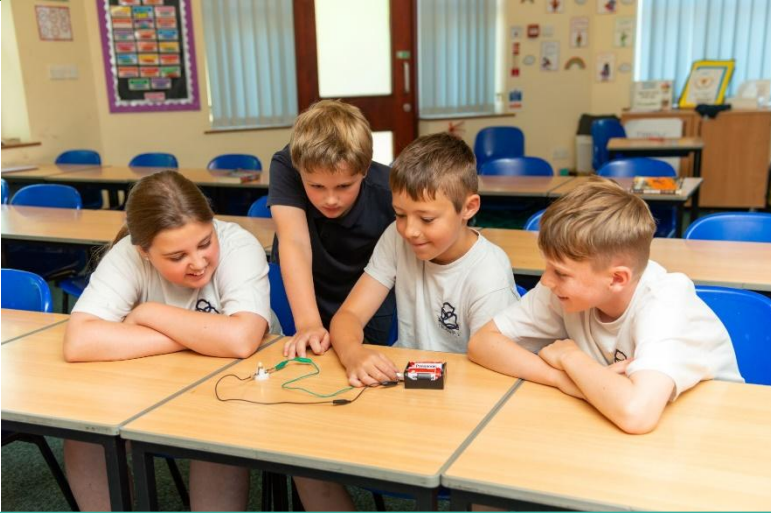




Crosshall Junior School

Class Teacher

Recruitment Pack





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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 36 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: 12/06/2026

Interviews: TBC

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:	Primary Class Teacher
JD Reference:	
School/Academy:	Crosshall Junior School
Salary:	MPS
Responsible to:	Headteacher

Role:	Class teacher with expert primary knowledge.
Purpose of job:	Deliver high quality teaching and care to all students.

To be an excellent classroom practitioner and committed to becoming an expert in a relevant Key Stage Curriculum.

In addition to the responsibilities listed below there is an expectation that those paid on Upper Pay Scale:

Will be expected to demonstrate that their level of competence and performance is:

- highly competent in all elements of the relevant professional standards; and
- achievements and contributions to the school are substantial and sustained.

Responsibilities and Accountabilities:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.



Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework in line with school policy and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.

- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback in line with school policy, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively and appropriately with parents with regard to pupils' achievements and well-being.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- 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 in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR 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.

- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- 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 the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To 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 commensurate with the grade of the post, in consultation with 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 2023

Person Specification – Teacher	Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good Honours Degree or equivalent.	✓		A
3	Evidence of continuing professional development.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Excellent classroom practitioner.	✓		A/I/RE/AS
5	Excellent subject knowledge.	✓		A/I/AS
Knowledge and Skills		Essential	Desirable	Assessment
6	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
7	Understanding of and commitment to teaching standards.	✓		A/I/RE
8	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
9	Ability to contribute to team meetings and contribute ideas.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment
10	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
11	Willingness to undergo further training and development.	✓		I
12	Excellent interpersonal and communication skills.	✓		I/RE/AS
13	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS

14	Positive and enthusiastic approach towards work.	✓		I/AS
15	Professional approach when dealing with all issues, students and staff.	✓		I/AS
16	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
17	Commitment to continual improvement and challenging norms.	✓		A/I/AS
Child Protection		Essential	Desirable	Assessment
18	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
19	Flexibility of working hours	✓		A/I