



Northstowe Learning Community

Teacher of Dance

Recruitment Pack



Content

<u>About Northstowe Learning Community</u>	3
<u>A brief history of our Trust</u>	4
<u>Our Vision, Mission and Values</u>	5
<u>Why work for us</u>	6
<u>How to apply</u>	6
<u>Job description and Person Specification</u>	7
<u>Advert</u>	14



About Northstowe Learning Community

Principal: Dr Claire Mills



Welcome to Northstowe Learning Community and Meridian Trust. We are thrilled to have you join our team, and we look forward to continuing to inspire and support our students in their educational journey.

Northstowe Secondary College received its first-ever Ofsted inspection in 2023. The report, which came just four years after the school opened, praises governors, trustees, and leaders at the school for their “relentless desire to provide the very best education for all pupils.”

The quality of education, behaviour and attitudes, and personal development were all rated ‘Good,’ with leadership and management considered to be ‘Outstanding.’ This gave the school an overall judgement of ‘Good’.

Northstowe Learning Community, is part of a growing education offer which now

includes an expansion of the secondary school site to create 600 additional places.

There is also a new 400-place sixth form, 630-place primary school, and 78-place pre-school.

Northstowe Learning Community holds the three key values of Kindness, Curiosity, and Hard Work at the heart of all that it does. All staff are expected to demonstrate those values towards others and to explicitly teach these to the children.

Our college is firmly underpinned and supported by the ethos and values of Meridian Trust, and these include:

- Achievement for All
- Valuing People
- A High-Quality Learning Environment
- The Pursuit of Excellence
- Extending the Boundaries of Learning



Northstowe Learning Community is at the cornerstone of the new town of Northstowe. This unique town will have up to 10,000 homes, making it the largest new town in the UK since Milton Keynes.

Northstowe was designed to encourage active lifestyles, independence and happiness, providing excellent facilities for people to play, relax and enjoy sport.

To find out more about Northstowe, visit: www.northstowe.com.

Our Vision for Education in Northstowe

At the heart of Northstowe lies the Northstowe Educational Campus—a thriving *Learning Community Campus*.

We have an ambitious vision to establish Northstowe as a leading Educational Learning Campus, designed to serve people of all ages and abilities. More than just a collection of schools, the campus will act as a hub for lifelong learning and community engagement, playing a central role in building a sustainable and empowered local community.

Our ambition is to develop a true *all-through campus*, which brings together:

- **Martin Bacon Academy** – a state-of-the-art Area Special School (opened in 2020), supporting children and young people aged 3 to 19 with a wide range of complex and significant learning needs.
- **Nursery and Primary School** – providing an excellent foundation for early years and primary education.

- **Secondary School with Post-16 Centre** – including dedicated facilities for sixth form students.
- **Community Sports and Arts Facilities** – ensuring the wider community benefits from access to high-quality spaces for recreation, creativity, and wellbeing.

Significant progress has already been made:

- An extension to the existing Secondary College building was completed in **September 2024**.
- Construction of the new **sixth form** and **primary school** buildings was completed in **Spring 2025**.

For updates on build progress and to learn more about the future of the campus, please visit: northstowe.education



A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 35 academies (including 19 primary, 3 special, 12 secondary schools and 1 all-through). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a

strong commitment to growing and supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all

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 | <p>Engaged, developed, supported, and consulted.</p> |
| 
High Quality Learning Environment | <p>Experts who strive for continual development. Collaborative networks, trusted to deliver.</p> |
| 
Extending the Boundaries of Learning | <p>Set ambitious goals and model what success looks like. Eager to improve.</p> |
| 
Pursuit of Excellence | <p>Make connections, provide opportunities. Generous and sharing of knowledge and expertise.</p> |
| 
Achievement for all | <p>Are accountable for the outcomes we contribute towards and strive for the very best.</p> |

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 30 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: 25th June 2026 (by 8am)

Interviews: Friday, 3rd July 2026

Applying: For any questions about the application process please contact Sarah Wakerley, HR Officer on recruitment@northstowe.education

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:	Teacher of Dance
JD Reference:	Meridian Trust Teacher of SUBJECT
School/Academy:	Northstowe Learning Community
Salary:	MPS/UPS
Responsible to:	Curriculum Leader

Role:	Class teacher with expert subject knowledge.
Purpose of job:	Deliver high quality teaching and pastoral support to all students.

To be an excellent classroom practitioner and committed to becoming an expert in the relevant subject specialism. In line with our model of vertical tutoring all teachers are required to be form tutors with the associated pastoral responsibilities.

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 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 differentiate 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, 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 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	<p>Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment</p>
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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

**TEACHER OF DANCE
Required for September 2026**

Salary: MPS / UPS / UQTS depending on experience. We will accept applications from suitably qualified dance teachers who do not have QTS.

Hours: Around 25-30 hours per week. Part-time applications are welcome.

We are seeking an inspirational and committed Dance teacher for Northstowe Learning Community Sixth Form.

This is an exciting opportunity for a passionate dance educator and practitioner to shape a high-quality vocational programme that nurtures creativity, technical excellence and progression into higher education and professional careers.

About the Course

The course comprises 13 units, including:

- 7 compulsory units that underpin core technical, performance, and theoretical knowledge
- 6 optional units, allowing for specialism and personalised pathways

Assessment is a combination of:

- External assessment (set tasks and examinations)
- Internal assessment (coursework, performance, and practical exploration)

Students benefit from:

21 hours of dedicated teaching per cycle, including:

- Practical dance training
- Theoretical and contextual studies
- Rehearsal and performance preparation
- Access to a professional-standard dance studio
- Teaching delivered by qualified professional dancers and specialists

In addition, students are encouraged to broaden their experience through enrichment opportunities such as:

- Extended Project Qualification (EPQ)
- Core Maths
- Gold Arts Award
- Gold Duke of Edinburgh's Award

These enrichment pathways support the holistic development expected within BTEC performing arts education, enhancing independence, research, and professional readiness.

The ideal candidate will have:

- Has strong experience in **dance performance and/or education**
- Understands **vocational assessment frameworks**, particularly BTEC (or is willing to develop this expertise)

- Is passionate about **developing young performers both artistically and academically**
- Can inspire, lead, and collaborate effectively with staff, students and parents.
- Has a clear vision for **dance education and progression pathways**.
- An interest in and evidence of continuous improvement and professional development.
- Successful teaching experience in an 11-19 environment.
- An excellent track record of educational outcomes.
- Outstanding interpersonal skills to communicate effectively and professionally with staff, students, parents and others.
- A passionate and uncompromising commitment to maintaining high standards of teaching and learning for all students.
- A thorough understanding of child protection and safeguarding matters.
- The school's core values of kind, curious and hardworking at the heart of everything they do.

About Northstowe Learning Community (NLC)

Northstowe Learning Community brings together:

- An 11–16 secondary school (NSC)
- Northstowe Sixth Form (NSF)
- Northstowe Primary School (NPS)

Situated on the Northstowe Education Campus, NLC is co-located with the Trust's Martin Bacon Academy. This specialist provision provides an innovative experience for its sixth form students through full integration with the Northstowe Sixth Form. This creates a vibrant educational hub where inclusion, collaboration, and excellence are central to the student experience.

From September 2025, the school contains:

- One Reception and one Year 1 class (as the primary builds to its full 3FE (630 capacity))
- Approximately 760 students in Years 7–11 (as the secondary builds to its eventual 12FE 1800 PAN)
- Around 112 sixth form students (45 students in Year 13 and 67 students in Year 12). The Sixth Form will grow over time to reach its capacity of 400.

NLC continues to grow rapidly in step with the new town of Northstowe, which will eventually be home to around 30,000 residents accommodated in up to 10,000 homes. The school is deliberately designed to play a key role in the provision of community facilities to reflect the Cambridgeshire Village College ethos.

Our Journey So Far

Northstowe Secondary College opened in 2019 with its first Year 7 cohort of just 71 students. In September 2024, the addition of both primary and sixth form phases marked a major milestone in our development and the school was renamed Northstowe Learning Community to reflect its expanded and unified identity.

With the recent completion of Phase 2 of our building programme, NLC now features:

- An additional new specialist block for 11–16 education
- A state-of-the-art primary school building
- A purpose-built sixth form centre

Phase 3 will commence once further housing development is confirmed. Once complete, Northstowe Learning Community will be one of the largest schools in the East of England, with

capacity for approximately 2,800 students from Reception through to Year 13. The campus aims to serve all ages and abilities, taking a lead role in bringing people together to create a sustainable and empowered local community.

Our Ethos and Vision

At NLC, we are committed to providing outstanding teaching and pastoral care, creating a culture where students work hard, enjoy learning, and thrive. Our dedicated staff are warm, approachable, and determined to give every child the best possible start in life.

As a classroom teacher, you will:

- Deliver high quality teaching and pastoral support to all students.
- Set high expectations to inspire, motivate and challenge students to achieve their best.
- Use your excellent subject and curriculum knowledge to plan and teach well structured lessons.

The opportunity:

- To join our motivated, friendly staff and students in a highly-regarded multi-academy Trust with a strong community presence.
- To work collaboratively with teachers within the Trust, sharing excellent and innovative practice and benefiting from the support and guidance of an experienced network of colleagues.
- To gain expertise and support from our wider trust network of specialist advisors with access to informal and formal professional development.
- To contribute to the culture where students experience a positive and enriching education, ensuring teaching is underpinned by high levels of subject expertise.

About Meridian Trust –

Meridian Trust is a values-led organisation formed in 2011 that has risen to be one of the highest-performing academy trusts in the country. The Trust is founded on its commitment to a high-quality educational provision for all at the heart of local communities. Meridian currently operates primary, secondary and special schools across Bedfordshire, Cambridgeshire, Peterborough, Lincolnshire and Northamptonshire.

Meridian Trust offers a wealth of fantastic benefits for teaching and support staff which are highlighted below but are not limited to –

- Apprenticeship and CPD opportunities which allow you to gain specialist knowledge in a role you are passionate about developing in.
- Access to our benefits partner Vivup - benefits include an online GP, Lifestyle savings, support for mental health and wellbeing through the Employee Assistance Programme and many more
- Cycle to work scheme
- Teacher's pension scheme
- Healthcare benefits including free eye test vouchers and flu vaccinations
- Free on-site parking
- Discounts on a wide range of benefits from everyday essentials to holidays

To explore our full range of benefits, please visit <https://www.meridiantrust.co.uk/jobs-and-training/benefits/>.

How to apply:

For more information about the role please download the Applicant Information Pack below.

Applications must be submitted via My New Term. In line with safer recruitment practices, we are unable to accept CVs. If you have any questions about the application process or you would like to arrange a visit to the school, please contact Sarah Wakerley, HR Officer on recruitment@northstowe.education to arrange an appointment. Please note the school is closed for half term from 16th to 20th February 2026.

Closing date for applications is: **Thursday, 25th June March 2026. (by 8am).**

Interview date is **Friday, 3rd June 2026.**

The Trust is committed to diversity and 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.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to pre-employment checks, including an enhanced check with the Disclosure & Barring Service (DBS), as well as online searches.