



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 CEO, Mark Woods



Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- 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 our common values, practices, curriculum approaches and operational systems

Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 28 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 14 primary schools, 12 secondary schools and 2 special schools. We are also currently developing 3 free school projects within our region.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.



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.

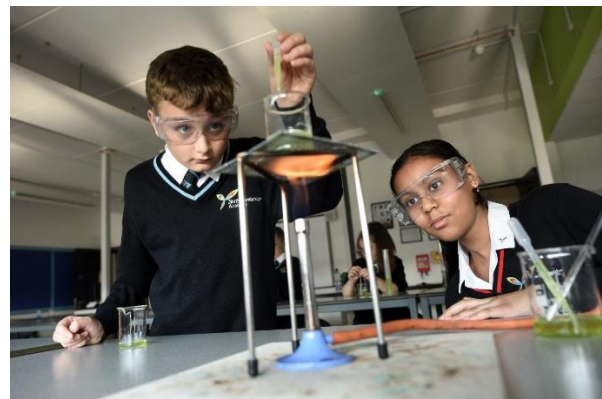
We are currently a family of 28 academies (including 14 primary, 2 special and 12 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles 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.



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:

- | | |
|---|---|
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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:

Working with us brings with it a range of attractive benefits, including;

- Generous employer contributions to Local Government or Teacher Pension Scheme
- Free on-site parking
- Eyecare vouchers
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support to staff
- Cycle to work scheme
- Reduced staff membership to the facilities at Academy Leisure, Sawtry
- Free tea and coffee making facilities
- Generous sick pay and annual leave



How to apply

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

Closing Date:

23.59 on 13/10/2024

Interviews:

17/10/2024-all day

Applying:

For any questions about the application process please contact:

Sarah Louise

slouise@martinbacon.academy

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

Scale: Main Pay Scale / UPS + SEN allowance

Hours: 100%

Responsible to: Head Teacher

Purpose of the role

Responsibility for a SEND Class within Martin Bacon Academy, co-ordinating activities based upon the needs of the pupils. Responsibility for leading our Science department. Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment

Main Duties and Responsibilities

As a Class Teacher you are expected to undertake the following responsibilities:

(Any additional areas of responsibility will be discussed with the candidate dependent on experience)

Teaching, Assessment, Recording and Reporting:

1. To create and maintain an inspiring, appropriate, safe and stimulating learning environment which promotes learning and the desire to learn in teaching areas and shared areas of responsibility.
2. To promote the well-being and holistic educational progress of all pupils, through a variety of teaching styles and learning situations that enhance and facilitate a learning environment which produces motivated, happy individuals, well prepared for adulthood.
3. To have a good knowledge of and teach within the curriculum guidelines and school policies, making appropriate use of these in conjunction with statutory obligations to provide a broad, balanced creative curriculum which is relevant to and differentiated for the pupils.
4. To develop the classroom environment and your methods of teaching in line with the current thinking and practice including through liaison with the school team and external agencies.
5. To undertake professional development to develop own teaching skills and areas of responsibility to the benefit and development of the whole school.
6. To liaise with other teachers in planning, delivery, evaluation and assessment observing and reporting on each area of the curriculum, especially the development and tracking of long term plans for the innovative and creative curriculum.



7. To assess the work of pupils on a regular basis in line with school policy, recording formative and summative assessments, tracking and reporting on pupils' progress through the use of school current assessments and standard assessment tests.
8. To attend pupil progress meetings and taking any actions identified in them to promote the learning and holistic progress of all pupils.
9. To prepare a summative assessment once each year for the purpose of providing a written report for those with parental responsibilities.
10. To ensure that the preparation, marking and recording of assessments of pupils' work is carried out professionally and in accordance with agreed school policies.
11. To submit planning forecast of work in line with school planning policies, maintaining own copies of plans with annotated assessment notes which inform future planning.
12. To understand and carry out the further duties associated with the role of class teacher including fostering a welcoming caring ethos that values the contribution and achievements of all members of the school community and leading assemblies
13. To ensure that preparations for parental consultation evenings are conducted in accordance with agreed school policies.
14. To promote the general ethos of the School.
15. To promote and maintain good home/school liaison and being readily available to parents for discussions and conveying relevant information to them when appropriate.
16. To provide advice and guidance to pupils on social and educational matters.
17. To encourage the development of a moral and spiritual dimension among pupils.
18. To maintain awareness of current Health and Safety guidance and be responsible for the risk assessments of your own teaching areas within the Academy's policy for Health and Safety.

Appraisal:

19. To participate in arrangements for the appraisal of your own performance.

Further Training and Professional Development:

20. To keep under review your methods of teaching and programmes of work, and participate in arrangements for your further training and professional development as a teacher.



Curriculum Development:

21. To participate in the preparation and development of courses of study, teaching materials, teaching schemes, methods of teaching and assessment and pastoral arrangements.
22. To take responsibility for specific Curriculum subject(s) or areas.

Discipline, health and safety:

23. To maintain oversight of the wellbeing of pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings:

24. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Administration:

25. To participate in administrative and organisational tasks related to the duties described, including registering attendance of pupils.
26. To manage or supervise anyone providing support in your class.
27. To contribute to the overall life and work of the school.
28. To take on and develop any additional areas of responsibility in line with the needs of the school and commensurate with your experience.

The post holder will have a shared responsibility for the safe guarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.

CMAT 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 DBS

Person Specification



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Education and Qualifications	Criteria	Assessment
Qualified teacher status	E	A

Experience	Criteria	Assessment
1 Experience as a teacher or successful completion of initial teacher training	E	A/I
2 Experience and understanding of the secondary curriculum	E	A/I
3 Experience and understanding of assessment for learning and planning for progression	E	I
4 Experience of working with SEN children	E	A/I
5 Experience or interest in working with early language development and or EAL children new to English	D	I
6 Experience working with ASC children	D	A/I
7 Experience of meeting the needs of a range of range of learners	D	I

Knowledge and Understanding	Criteria	Assessment
8 Understanding of data, baseline and analysis of progress	E	A/I
9 Understanding of a creative curriculum and how it can enhance literacy and maths	E	A/I

Skills	Criteria	Assessment
10 Have evidence of, or the potential to be a good or outstanding teacher	E	A/I
11 Have high expectations and standards for self and children	E	A/I
12 Have clear understanding of how assessment for learning and questioning can improve learning	E	I
13 Be up to date and enthusiastic about innovative pedagogical practice	D	I
14 Ability to work with, direct and manage other adults in the classroom	E	A/I
15 Experience of effective communication with families to co-produce educational plans (EHCP) and promote pupil well being	E	A/I
16 Experience of working with other professionals such as Speech and Language Therapists, Social Services, Educational Psychologists.	E	A/I



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Personal Qualities	Criteria	Assessment
	a	t
17 Positive and enthusiastic approach towards work	E	I
18 Good team player	E	I
19 Enthusiastic about continuing professional development	E	I
20 Flexible and adaptable	E	I
21 Ability to work on own initiative	E	I

Criteria Key

E Essential

D Desirable

Assessment Key

A Application Form

I Interview



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