



**Meridian
Trust**



Headteacher
Sawtry Junior Academy
Recruitment Pack





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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 30 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, 1 through school and 3 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 30 academies (including 14 primary, 3 special, 1 through 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:



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



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

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 the TES. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: Thursday 27th January at 09:00am.

Interviews: Thursday, 6th February 2024

Applying:

For any questions about the application process please contact: Kyla Murray, HR Officer.

Email: 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.

About Sawtry Junior Academy:

Sawtry Junior Academy is a 2-form entry Junior school in the heart of the village of Sawtry, approximately 7 miles south of Peterborough and 7 miles north of Huntingdon. We provide a high-quality of education and are now looking to appoint a leader who can build on already strong foundations.

We offer a wealth of enthusiasm for learning and for supporting and helping each other. We are sure you will quickly feel the friendly and positive ethos in the academy from both the staff and the children, who would love to share their latest pieces of work and activities with you.

Sawtry Junior Academy has approximately 270 pupils, in 9 single age classes. Most of our pupils come from the village of Sawtry; the remainder are from surrounding villages.

Sawtry Junior School formally joined Cambridge Meridian Academies Trust in November 2016 as a converter academy and was renamed Sawtry Junior Academy. It has a capacity for 260 pupils, aged from seven to 11. Between 2016 and 2019, the new "Sawtry Junior Academy" went on a programme of rapid improvement and received a "Good" Ofsted rating in October 2019, and another "Good" after our Ofsted visit in December 2024.

We are proud of our Academy and of the part it plays in the community. Our success depends and relies upon the partnership that is fostered between the home and the Academy, and we value the hard work and support provided by parents and friends, Sawtry Junior Parent Association (Sawtry JPA) and the Academy Council. We also work hard with other providers in the village. As part of the Meridian Trust family, we have forged strong links with Sawtry Village Academy but also have strong links with Sawtry Infant School and Buttons and Bows pre-school with whom we share a site.

We aim to provide engaging learning activities for our children in a stimulating and supportive environment. Although our purpose is to promote the development of academic and practical skills, we also seek to guide children in their social and moral development. Between the ages of 7 and 11 children quickly grow and develop in maturity. The environment we provide for the children promotes independence, self-motivation, and confidence. We aim to develop the numerous social skills that are necessary for children to become responsible members of society.

Children enjoy learning in our school; we have a rich and varied curriculum offer with varied extra-curricular activities; our teaching staff benefit from outstanding continuing professional development, and we have very strong links within the local communities of Huntingdonshire, and the local "AI cluster". The school is a named feeder school for Sawtry Village Academy, both part of Meridian Trust and the village of Sawtry.

The staff at Sawtry Junior Academy are committed to extending their own learning and developing learners who are resilient, learners who are focused and learners who are aspirational in their goals; learners well prepared to be successful citizens of the 21st century.



To find out more information about Sawtry Junior Academy, please see our website:-

[Sawtry Junior Academy – Sawtry Junior Academy](#)

The Headteacher role:

Support from the Primary Executive Team

As the new Headteacher, you will benefit from the professional support and guidance of the Trust's Primary Leadership Team, made up of Meridian Trust's Deputy CEO, two Executive Principals and an Associate Executive Principal. This team is dedicated to providing both support and challenge to help you achieve your school's vision. This collaborative team will work alongside you, providing expertise and strategic insight to strengthen leadership and drive school improvement.



Additionally, you and your Senior Leadership Team will be supported by the Trust's Primary Curriculum Team, who bring specialised knowledge in key areas such as Maths, Phonics, Early Years, and curriculum development.

As a headteacher working within Meridian Trust, you will also benefit from the opportunities afforded to a mixed phase trust. Our schools are very well supported by the directorate teams of finance, IT, HR, and premises, as well as our knowledgeable Trustees. This enables us to give a level of technical support to our primary schools which would not be possible in a smaller trust. Primary headteachers meet regularly which enables the headteachers to develop primary practice and support each other

Together, these teams will ensure you have access to a network of experienced professionals committed to empowering your leadership and enhancing outcomes for the Sawtry Junior School community.

As the new Meridian Trust now includes 14 primary schools, 1 through school, 12 secondary schools and 3 special schools, our ideal candidate will therefore be a natural team player, willing to contribute to the wider Trust aims and objectives. A commitment to collaboration will be at the heart of our educational improvement philosophy.

This position would suit someone who is interested in leading the development of teaching and learning to a high standard with innovative practice, likes to follow up on or initiate creative ideas, and wants to participate in developing a primary curriculum which is fit for the next generation. We are looking for someone with clear vision and a thorough understanding of the processes of school leadership including self-evaluation, school development planning, efficient



and effective deployment of resources, target setting and accountability to the School Academy Council (AC) and Trustees to ensure that the school continues to thrive and develops further.

The Headteacher will also contribute to our wider Meridian Trust aims and objectives. A commitment to collaboration is at the heart of our educational improvement philosophy; improvement and raising standards; ensuring equality of opportunity for all; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for day-to-day management, organisation and administration.

A Meridian Trust Headteacher must have a clear appreciation of the values that shape our schools. This will be particularly demonstrable through their personal qualities.

Our team is driven by a strong moral purpose. "The Pursuit of Excellence" must underpin their approach and philosophy.

In summary, as you will experience from the outset on visiting Sawtry Junior Academy, the children are at the heart of everything we do, and we believe that it is our duty to provide our children with the best possible opportunities. We are very fortunate to have a talented and hard-working staff who have high expectations of themselves and of the children. Our children achieve well and make good progress whatever their academic ability.

We are an inclusive school, and we have a strong SEND provision. Being situated in the heart of Sawtry, we thrive on the support from our local community and our children benefit from this. Sawtry Junior Academy is a welcoming, caring and happy school and we are looking for a headteacher to join our team and be part of our wonderful school community.

Visits to our school are warmly welcomed and our website will also provide you with more information about us and our community. I look forward to receiving your application for this fantastic opportunity within school leadership. If you would like to arrange a visit or need more information on the application process, please contact our HR Officer Kyla Murray, email: kmurray@meridiantrust.co.uk.

The closing date for applications is by 09:00am on Thursday 27th January. Your application should also contain a letter of application/supporting statement of no more than two sides of A4 (or approximate equivalence within the application form), outlining why you feel that you are the best fit for the requirements of this post. Your application should be completed via My New Term.

I look forward to hearing from you.

Your faithfully

Shelley Flynn

Executive Principal - Meridian Trust



JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Head Teacher
JD Reference:	
School/Academy:	Sawtry Junior Academy
Salary:	Leadership Band 8 (Point 15-19)
Responsible to:	Executive Principal

Role:	Provide professional leadership and management of the school, accountable to the Executive Principal and the Local Governing Body.
Purpose of job:	Providing clear vision and direction for the school to ensure that aims and targets are met.

Responsibilities and Accountabilities:

Headteachers, like other teachers, are expected to meet the teachers' standards. In addition, the headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

School Culture:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Teaching:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum and assessment:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.



- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

Additional and special educational needs and disabilities:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.

- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous school improvement:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and accountability:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

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 2025

Person Specification – Head 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 Honours Degree or equivalent.	✓		A
3	NPQH Award for all candidates where this is their first substantive post as a Principal since 1 st April 2009 (or undertaking course/ready to apply).	✓		A
4	Evidence of continuing professional development.		✓	A/I
5	Evidence of leading professional development activity.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Operational awareness and understanding of legislative framework.	✓		A/I
5	Evidence of strong understanding of child protection issues within a school environment.	✓		A/I
6	Evidence of Safeguarding, Recruitment and Selection Training.		✓	A/I
Knowledge and Skills		Essential	Desirable	Assessment
8	Evidence as an outstanding leader in a senior leadership role.	✓		A/I/RE
9	Evidence of recent senior leadership experience in a school with a sixth form.		✓	A/I/RE
10	Evidence of successful strategic leadership and management.	✓		A/I/RE
11	Evidence of delivering 'Outstanding' results or above national expected rates of progress.	✓		A/I/RE
12	Evidence of raising standards of teaching and learning.	✓		A/I/RE
13	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
14	Evidence of successful school financial management.		✓	A/I/RE/AS
15	Excellent classroom practitioner.	✓		A/I/RE

16	Experience of working in schools in different contexts.	✓		A/I/RE
17	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment
19	Clear thinker and optimistic and resilient person.	✓		I/RE/AS
20	Excellent interpersonal and communication skills.	✓		I/RE/AS
21	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
22	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
23	Commitment to continual improvement and challenging norms.	✓		A/I/AS