



Meridian Trust

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 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, 13 secondary schools 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.

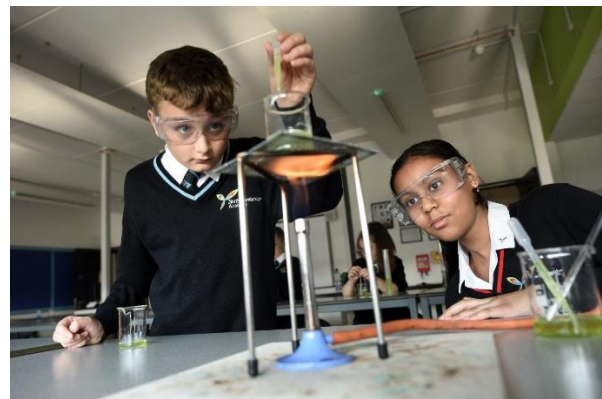
We are currently a family of 30 academies (including 14 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles 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:

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 My New term. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Applying:

For any questions about the application process please contact:

Email: hr@lincroft.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.

About Lincroft Academy

Lincroft Academy has an excellent reputation locally and more widely across Bedfordshire and neighbouring counties. In the summer of 2022, we secured our first set of validated GCSE results, with a Progress 8 score of +0.4 and some of the best attainment in the area. In September 2021, we became part of the successful Meridian Trust and have been integrating into their proven networks and systems since joining. Our new Principal, Emma Appadoo, was appointed in June 2023. We have very high aspirations for the years ahead.

Lincroft is a growing school having transitioned from middle to secondary in 2017. We are highly ambitious and strive to achieve excellence in all areas.

We have high expectations of all our students and develop them to become successful, confident and responsible young people ready for further education or employment. In September 2023 we restructured our pastoral systems to implement a full House system, incorporating vertical tutoring and close academic mentoring. We believe that our task as teachers is to develop students' full potential, both inside and outside of the classroom. We encourage them to work hard at their studies and join in the extensive range of extra-curricular opportunities provided by a dedicated staff. We aspire that every student is properly known, valued and supported.

Our staff are hardworking and supportive, we thrive on new challenges and we work closely together to ensure our students feel happy and safe; our experience tells us that young people work most successfully in a school community that is caring and friendly, yet firm and clear in its expectations and standards.



Principal's Message

Ms Emma Appadoo

I am very proud to be Principal at Lincroft Academy. Within our vibrant learning community, we share a common goal; to continually strive for excellence. At Lincroft, we maintain exceptionally high expectations and standards in everything we do, ensuring that our students receive the best possible education. We commit to educating, inspiring and supporting our students so that they can become exceptional learners, confident and empowered to make a rewarding contribution to society.

Our curriculum is designed to seamlessly build upon the foundation laid in primary school, preparing our students for post-16 education. High-quality teaching enables our students to achieve very well. Lincroft Academy now has some of the highest performing GCSE outcomes in Bedford and are above the national average. While we take immense pride in our students' achievements, we remain committed to continuous improvement.

Every child at Lincroft Academy is known, valued and supported to be the best they can be. Our foremost priority is to create a safe and nurturing environment where students thrive. We promote kindness, respect and good manners, just as families do at home, so that our students can become decent adult citizens. Students at Lincroft are well supported through our House System because they work with the same team of staff throughout their Lincroft journey. This system of support fosters belonging, ensures students are known well and strengthens relationships and communication with families. Our comprehensive Inclusion Hub allows us to provide tailored support to students, regardless of their background or needs. Working alongside each other, being supportive and caring is integral to who we are. Our partnership with parents and carers is highly valued and we know that this is an essential part of a positive educational experience for our students.

Our staff are absolutely committed to the education of our students; they are passionate, dedicated and many of them send their children here too. Some of our ex-students now teach here. This speaks volumes about the sense of community at Lincroft. The opportunities provided at Lincroft are broad and many and, even then, continue to grow; from sports to the arts, business and careers – our curriculum extends very much outside the classroom. Our students consistently excel in sports and the arts, enhancing our strong reputation in these areas.

We are proud to be part of Meridian Trust, who look after a total of 30 academies including many in Bedfordshire. We have access to extensive knowledge, expertise and resource, not just at Lincroft, but across the entire Meridian network. This broader community provides our students with additional opportunities and experiences

alongside their peers from other academies. This has also opened up investment opportunities to help modernise the school building and facilities.

As a parent of two children myself, I am personally committed to ensuring that the education we deliver at Lincroft is nothing less than I would accept for my own children. Lincroft Academy is a place where every child has the opportunity to realise their potential. We warmly welcome you to our community.

For more detailed information about Lincroft Academy please visit our school website Lincroft Academy or contact us to make an appointment, we warmly welcome visits to the school, by appointment.



JOB DESCRIPTION AND PERSON SPECIFICATION

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|------------------------|------------------------------|
| Job Title: | Teaching Assistant – Level 2 |
| JD Reference: | STD TA 02 |
| School/Academy: | |
| Weeks: | 39 Weeks |
| Hours of work: | 32.5 Hours a week |
| Salary: | Grade 5 |
| Responsible to: | SENCO |

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| Role: | To support the teaching of students |
| Purpose of job: | Working under the direction of the Class Teacher to enable access to learning for students and to aid the Class Teacher in the management of students and the classroom |

Responsibilities and Accountabilities:

Support for Students:

- Under the guidance of the Class Teacher undertake work/care/support programmes to enable access to learning for students
- Take responsibility for adapting and delivering learning activities with individuals or small groups who would receive help from a different learning approach as agreed
- Encourage and promote the inclusion and acceptance of all students
- Aid the learning of students by:
 - Clarifying and explaining instructions
 - Ensure that the child can use the equipment and materials supplied
 - Motivate and encourage the child as needed
 - Support students in respect of local and national learning strategies, e.g., literacy, numeracy, KS3, KS4, ICT etc
 - Develop the correct resources to support the students
 - Help students to concentrate and to finish the work set
 - Liaise with the Class Teacher about Individual Education Plans (IEPs)
- Supply feedback to students about progress and achievement under the guidance of the Teacher

Support for Teachers:

- Organise the learning environment and develop classroom resources as needed
- Monitor and track progress and provide feedback to aid in developing IEPs for children with additional needs
- Supply detailed and regular feedback to teachers on students' achievement, progress, problems, etc
- Contribute to the management of student behaviour, including anticipating and preventing potential problems from arising
- Undertake support activities for the Teacher as needed

Support for the Curriculum:

- Undertake programmes linked to local and national learning strategies – e.g., literacy, numeracy, KS3, KS4 – recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Supply targeted support to enhance learning and improve attainment

Support for the School:

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

Support for School/Academy/Place of work:

Participate in staff events by arrangement

Attend Staff Meeting

Contribute and take part in Trust events and activities where possible

Develop and keep effective working relationships with other staff and parents/carers

Adhere to the Trust values

Follow school policies, practices, and procedures

Data security:

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

Work/operate all equipment within Health and Safety and other legal regulations, including risk assessment

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

Inform the Child Protection Officer of any issues relating to the safety and well-being of students

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

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

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

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

Updated: January 2022

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| Person Specification Teaching Assistant Level 2 | Assessment Key: A = Application Form I = Interview |
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| Education and Qualification | | Essential | Desirable | Assessment |
|-----------------------------|--|-----------|-----------|------------|
| 1 | Good educational background with GCSE or equivalent in | ✓ | | A |



| | | | | |
|------------------------------------|---|------------------|------------------|-------------------|
| | English Language and Maths | | | |
| 2 | Level 2 or above Teaching Assistant qualification or willingness to work towards this | | ✓ | A |
| Experience | | Essential | Desirable | Assessment |
| 3 | Experience of supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour | | ✓ | A/I |
| 4 | Experience of working with children across all key stages with evidence of having achieved successful pupil outcomes | | ✓ | A/I |
| Knowledge and understanding | | Essential | Desirable | Assessment |
| 5 | An understanding of the education system | ✓ | | A/I |
| 6 | A good knowledge of the SEND Code of Practice | | ✓ | A/I |
| 7 | Understanding of how children learn | ✓ | | A/I |
| 8 | Understanding of phonics, | ✓ | | I |



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|-----------------------------|---|------------------|------------------|-------------------|
| | numeracy, and literacy development | | | |
| 9 | A sound grasp of the concept of inclusive practice | ✓ | | I |
| 10 | Knowledge of the concept of confidentiality | ✓ | | I |
| 11 | Awareness of child protection issues | ✓ | | I |
| 12 | First aid certificate | | ✓ | A |
| Skills and abilities | | Essential | Desirable | Assessment |
| 13 | Good at making and sustaining positive relationships with children | ✓ | | I |
| 14 | Good at developing children's self-esteem and motivation so that they become resilient, independent learners | ✓ | | I |
| 15 | Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure | ✓ | | I |
| 16 | Good written and oral communication skills | ✓ | | I |



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|---------------------------|---|------------------|------------------|-------------------|
| 17 | Ability to contribute to team meetings and contribute ideas | ✓ | | I |
| Personal Qualities | | Essential | Desirable | Assessment |
| 18 | Willingness to undergo further training and development | ✓ | | I |
| 19 | Positive and enthusiastic approach towards work | ✓ | | I |
| 20 | Ability to act on own initiative | ✓ | | I |
| 21 | Kindness and empathy towards students and colleagues | ✓ | | I |
| 22 | Ability to work as part of a team effectively | ✓ | | I |
| Child Protection | | Essential | Desirable | Assessment |
| 23 | Support the Academy policies on safeguarding and child protection | ✓ | | A/I |
| Other | | Essential | Desirable | Assessment |
| 24 | Flexibility of working hours | ✓ | | A/I |