



Candidate Pack Class Teacher

MPS 1-5



Welcome

Dear Candidate,

Welcome to Crossdale Primary School. I am delighted that you have chosen to learn more about the opportunity to join our team.

At Crossdale, we take great pride in the work we do: shaping lives and supporting every child to fulfil their potential and discover new talents. We are a caring and inclusive school where everyone is valued for their individuality, culture and heritage.

Our school community places great importance on the idea of the Crossdale Family. We want all our children to feel happy, safe and secure, and we work hard to create an environment that meets the needs of every child while celebrating success in all its forms.

We deliver an engaging and well-designed curriculum that makes meaningful links between subjects, motivates children and develops a genuine passion for learning. Through rich experiences and high expectations, we aim for children to leave Crossdale with the skills, confidence and self-belief they need to thrive.

We know that the very best outcomes for children come through strong partnerships with families, and we work closely with parents and carers to support each child's development.

We warmly encourage prospective candidates to visit the school. A visit offers the opportunity to experience the positive atmosphere at Crossdale, meet our wonderful children and see our learning in action.

Kind regards,



Peter Cresswell
(Executive Headteacher)



The Position

The Governors of Crossdale Primary School are delighted to invite applications from passionate, skilled and committed teachers to join our friendly and supportive team.

This post is based in **Year One** and is a **0.6 FTE role (Wednesday to Friday)**, working in close partnership with an experienced colleague who teaches the class on Monday and Tuesday. The successful candidate will work collaboratively to ensure continuity, shared expectations and a seamless experience for pupils across the week.

We are seeking a teacher with secure classroom practice and the confidence to contribute positively from the outset. Experience in Key Stage One, including an understanding of transition from Early Years into Year One, would be advantageous. This role is likely to suit someone with classroom experience who is ready to play an active part in curriculum delivery, assessment and wider school life.

Crossdale is a caring and ambitious school community with enthusiastic pupils and a strong culture of teamwork. We offer high levels of support and the opportunity to work within a skilled, motivated and friendly staff team.

Professional development is central to our work. Staff benefit from coaching, high-quality development opportunities and close collaboration across [Equals Trust](#), including with [Keyworth Primary School](#).

Staff wellbeing matters to us. We recognise that all team members have lives and responsibilities beyond school and work hard to support a healthy balance while maintaining high expectations for the quality of education we provide.

If you are looking to join a supportive and forward-thinking team that values both professional excellence and wellbeing, we would love to hear from you.

We strongly encourage prospective applicants to visit the school. Visits can be arranged by emailing office@crossdale.notts.sch.uk or by calling **0115 974 8088**.



Values

At a whole school INSET day, staff worked together to agree a set of values. Staff were asked to consider what happens when the team is working together brilliantly and in the 'flow'. This is what they came up with:

- We listen to each other, valuing and respecting the contributions of every team member
- We collaborate and share our knowledge, recognising everyone's strengths and using them, appreciating each other's responsibilities
- We communicate openly with each other and feel comfortable to ask questions
- We all have clarity around expectations and work together to achieve common goals
- We reflect, taking time to think and plan, solving problems together and are flexible and willing to make changes and adapt if needed
- We share the load to ensure our school runs smoothly and we think about how the whole school will be affected when making decisions – we look to see the big picture!
- We are consistent with our rules and expectations and all stick to them
- We show forgiveness, patience, honesty and trust - understanding that we all make mistakes
- We are sensitive to our own, and each other's wellbeing and work-life balance and support each other through the ups and downs of everyday life - we give time to each other and have fun together!
- We celebrate one another's successes!



We are delighted to share that our latest OFSTED inspection, published in January 2025, confirmed that Crossdale Primary continues to provide an excellent education for our pupils. The report highlights our high expectations, strong teaching, and outstanding pastoral care, reinforcing the dedication and hard work of our staff, pupils, and wider school community.

Here's what Inspectors had to say:

- ✔ **A Happy, Caring School** – Pupils love coming to Crossdale! They described lessons as fun and engaging, and inspectors praised the warm, inclusive environment where children feel safe, valued, and respected. Older pupils take pride in supporting younger children, reinforcing our strong sense of community.
- ✔ **Excellent Behaviour & Attitudes** – Inspectors recognised that behaviour is a real strength at Crossdale. Pupils are focused, engaged, and demonstrate positive attitudes to learning every day. Our approach to behaviour management is consistent, fair, and highly effective, ensuring children feel supported while upholding high standards.
- ✔ **Outstanding Personal Development** – Inspectors highly praised Crossdale's approach to personal development, recognising how we prepare pupils not just academically but socially and emotionally for life beyond school. From a wide range of clubs and enrichment activities to leadership opportunities like school councillors and well-being officers, our pupils develop confidence, responsibility, and resilience.
- ✔ **Pupil Pride, Responsibility & Enrichment** – Leadership roles, such as school councillors and well-being officers, empower our children to contribute positively to school life. The extensive range of clubs, trips, and experiences – from historical re-enactments to musical performances – helps pupils develop confidence, talents, and a love for learning beyond the classroom.
- ✔ **Dedicated, Skilled Teachers & Excellent Training** – Inspectors praised our expert teaching team, highlighting their strong subject knowledge and ability to deliver lessons clearly and effectively. Ongoing training and development ensure our staff are highly skilled and equipped with the best teaching strategies to support every child.
- ✔ **A Strong Reading Culture** – Inspectors recognised our highly effective phonics programme and the way staff consistently foster a love for reading. From early readers to older pupils mastering fluency and expression, reading is at the heart of learning at Crossdale.
- ✔ **Excellence in Mathematics** – Recent enhancements to the maths curriculum have strengthened pupils' fluency and arithmetic skills, enabling them to apply their knowledge confidently to problem-solving.
- ✔ **A Well-Planned, Ambitious Curriculum** – Crossdale's curriculum is structured for success, ensuring that pupils build knowledge step by step. Inspectors highlighted how recent refinements in subjects like history and science are already helping children make deeper connections between key ideas.
- ✔ **A Flying Start in Early Years** – Our youngest learners thrive in a joyful, engaging environment. The Early Years curriculum is meticulously planned, with a strong focus on early language, mathematics, and creative play, preparing children brilliantly for the future.
- ✔ **Exceptional Support for SEND Pupils** – Inspectors praised our highly effective SEND provision, recognising how quickly needs are identified and supported, ensuring that all pupils flourish and achieve well.
- ✔ **Strong, Ambitious Leadership Driving Improvement** – Inspectors recognised the clear vision and ambition of our leadership team, governors, and Equals Trust. Our leaders are committed to continually refining the curriculum and ensuring every child gets the best possible education. Strong relationships between staff, governors, and the trust mean that Crossdale is always moving forward.

About Equals Trust

[Equals Trust](#) brings schools together so that teachers are better supported and schools are stronger as a result. Formed by local headteachers, the Trust enables schools to retain their own identity, leadership and ways of working while benefiting from shared expertise, practical support and additional capacity when needed.

Teaching is complex work and professional growth continues throughout a career. Across Equals Trust, professional development is treated as a core entitlement. Staff benefit from a coherent approach to CPD and coaching that supports reflection, strengthens classroom practice and helps improvement remain manageable and sustainable.

Working across the Trust also provides access to a wider professional community through subject and phase networks, collaboration with colleagues in similar contexts and opportunities to share practice beyond your own school. This approach helps reduce isolation, builds professional confidence and brings fresh perspectives to common challenges.

Collaboration extends beyond classroom practice. Leaders and governors work together to provide support and challenge, while shared services and joint working help schools focus time and energy on what matters most: delivering high-quality education and supporting pupils well.

Equals Trust schools remain rooted in their local communities, with the strength and expertise of the wider Trust behind them.

Supporting our staff

Equals Trust recognises that working in education is demanding and aims to provide support that is practical as well as professional. Alongside development opportunities, Trust-wide systems help reduce unnecessary burden and support staff wellbeing.

Staff may benefit from:

- access to confidential health and wellbeing support and resources
- discounted gym and leisure memberships
- Cycle to Work and other salary sacrifice schemes
- lifestyle and retail benefits
- central support for HR, payroll and pensions

These Trust-wide benefits sit alongside the day-to-day support and relationships within individual schools and are intended to help staff feel supported, valued and able to sustain a fulfilling career in education.

How to Apply

Should you wish to apply for the post, please visit our trust's vacancies page:
<https://equalstrust.face-ed.co.uk/vacancies>

Covering Letter

Your covering letter should be no more than 800 words and should clearly state why you are the right person to join our team – this candidate pack will give you a strong idea of the type of teacher our children need. A visit to the school would give you further information to support your application.

Closing Date/Interviews

The closing date for applications is Wednesday 24 June 2026 at 12 noon.

Interviews will take place during the week commencing Monday 29 June 2026. Shortlisted candidates will be contacted to arrange an interview date. This post is available from 1 September 2026.

Referees will not be contacted without candidates' express permission and only where candidates are shortlisted for interview. When entering referee details on SamRecruit, please select professional referee where the referee has worked with you in an educational setting, rather than character referee. At least one referee should be your current or most recent employer.

Please be aware that by contacting Equals Trust about this role, or applying, your data will be held in accordance with our Privacy Policy, which can be viewed on the Equals Trust website.

Safeguarding Commitment

Crossdale Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to satisfactory relevant safer recruitment and DBS checks and suitable references in line with our Safeguarding policy. All applicants must have the right to work in the UK. Please be aware that online searches will be conducted on all shortlisted candidates.

Equals Trust welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation for posts across the multi academy trust.



Person Specification

| | Essential | Desirable |
|-----------------------------|---|--|
| Qualifications | <ul style="list-style-type: none"> -Qualified Teacher Status (QTS). -Evidence of recent Continuing Professional Development (CPD). -Commitment to further professional development. | Additional relevant educational qualifications or training. |
| Experience | <p>The Class Teacher should have experience of:</p> <ul style="list-style-type: none"> - Delivering consistently high-quality teaching and securing positive outcomes for pupils. - Effective classroom and behaviour management. - Using assessment to inform teaching and support pupil progress. - Safeguarding and promoting the welfare of children. - Adapting teaching to support pupils with diverse needs, including pupils with SEND. - Collaborating effectively with parents and carers to support pupil development. | <ul style="list-style-type: none"> - Experience teaching in Key Stage One. - Experience of teaching systematic synthetic phonics, particularly Read Write Inc. - Experience supporting transition from Early Years into Year One. - Leadership of a subject area or contribution to wider school improvement. - Providing extra-curricular opportunities for children. - Contributing to the wider school community. |
| Knowledge and understanding | <p>The Class Teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Effective teaching and learning strategies. - The National Curriculum and statutory assessment procedures. - Effective teaching of early reading and phonics. - The impact of disadvantage on attainment and life chances. - Strategies for adapting teaching to meet individual pupil needs. - The statutory requirements relating to Equal Opportunities, Health & Safety, SEND, Inclusion and Child Protection. - Safeguarding policies and procedures and the importance of promoting the welfare of all children. - The importance of fostering positive relationships with pupils, families and colleagues. | <ul style="list-style-type: none"> - Strong knowledge of Read Write Inc. phonics. - Current developments in primary education. - The role of schools in supporting their communities and working in partnership with others. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p> | <p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> - Promote the school's aims and values positively. - Establish strong working relationships within a team. - Develop partnerships with parents, governors and the wider community. - Communicate effectively, both orally and in writing, with a range of audiences. - Create an organised, stimulating and inclusive learning environment. - Use Information and Communication Technology (ICT) effectively to enhance learning. - Demonstrate strong behaviour management and classroom organisation skills. - Work collaboratively to ensure continuity and consistency across a shared class arrangement. | <p>In addition, the Class Teacher might also be able to:</p> <ul style="list-style-type: none"> - Show commitment to wider school life, including extra-curricular opportunities. - Support and mentor colleagues through professional dialogue and collaboration. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal characteristics</p> | <ul style="list-style-type: none"> - Reflective and committed to continuous professional growth. - Passionate about achieving the best outcomes for every child. - Honest, empathetic and approachable. - Resilient and adaptable to the demands of school life. - A team player who contributes positively to a collaborative environment. - An excellent communicator with a proactive approach. - Organised and able to plan effectively. - A creative and solution-focused thinker. - A strong commitment to diversity, equity and inclusion. - Positive and enthusiastic about teaching and learning. | <p>Willingness to contribute positively to the wider life of the school.</p> |



Job Description

CORE REQUIREMENTS OF THE POST:

- As a Teacher you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document.
- Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Head Teacher who may involve appropriate officers of the Trust. You may be accompanied at this meeting by a representative of your Trade Union if you so wish.
- In addition to the duties specified within the section "Particular Responsibilities", you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.
- You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Head Teacher is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your Head Teacher.

PARTICULAR RESPONSIBILITIES:

The post requires you to:-

- teach pupils within the age range 3 -11 in accordance with the professional duties of a teacher.
- take an equitable share of whole school curriculum care and management responsibilities.
- carry out your duties in line with the key tasks and management procedures of the school.

Areas of responsibility and key tasks:

A. Planning, teaching and class management, to:

Teach allocated pupils through appropriate planning to achieve progression of learning by:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline
- use a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, I.C.T. and other sources;

- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness; Additional standards for nursery and early years:
- take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- manage parents and other adults in the classroom.

B. Monitoring, assessment, recording, reporting -to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

C. Other professional requirements -to:

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

