



# EYFS Teacher 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 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.

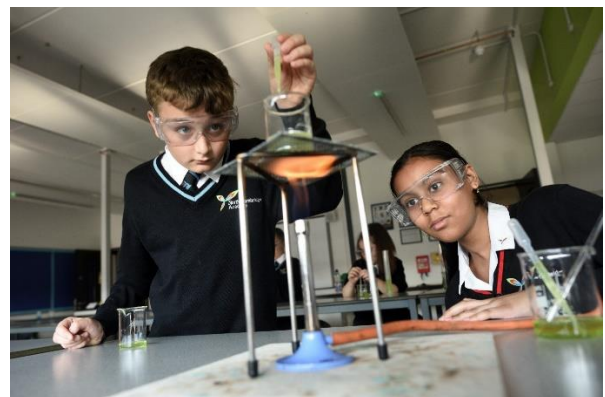
Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 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. As a lead partner in the Cambridge and Peterborough Teaching School Hub and an ITT provider through the Cambridge Partnership 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. No trust academy has ever undergone an OFSTED inspection resulting in anything other than an improved outcome. 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.





## Trust Vision, Mission and Values

### Meridian Trust Vision

Meridian Trust exists to provide, support, and champion high-quality education at the heart of local communities.

As members of the Meridian family, Trust academies aim to unite their pupils, families and other local stakeholders around this common purpose to share experience and resources, to improve standards and to maximise our contribution to their wider communities.

Our vision, mission and values guide and bring together each of the Trust's academies.

### 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:

- Every child is a successful learner, confident individual, and responsible and employable citizen
- 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 Values:



#### Achievement for all

We offer a curriculum that supports all our students. We provide you with the opportunities to maximise your potential in the Trust



#### Valuing People

Staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported



#### High Quality Learning Environment

Students develop a lifelong love of learning. We offer you excellent targeted provision for professional development at each career stage



#### Pursuit of Excellence

Our curriculum stretches and challenges students. You will be similarly encouraged to develop aspirational personal and professional goals



#### Extending the Boundaries of Learning

We provide a breadth of experience through the curriculum and beyond. Staff can access a range of learning opportunities that go beyond traditional training



## 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: Friday 31<sup>st</sup> March 2023 at 09:00**

***Please note that we reserve the right to interview and appoint prior to the closing date.***

### Applying:

For any questions about the application process please contact:

Jenny Morton – HR Officer (tel. 01223 491656) Please email:

[jmorton@meridiantrust.co.uk](mailto:jmorton@meridiantrust.co.uk) or  
[primaryvacancies@meridiantrust.co.uk](mailto:primaryvacancies@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.*



## JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	EYFS Teacher/Leader
JD Reference:	
School/Academy:	Oakley Primary Academy
Salary:	MPS/UPS
Responsible to:	Headteacher

Purpose of job:	To carry out the duties of a class teacher. To support, hold accountable, develop, and lead the phase team including Pre-School to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in Foundation Stage. To be a member of the Senior Leadership Team and make a significant contribution to the strategic development and direction of the school.
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Early Years Teachers make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct. They have strong early development knowledge, keep their knowledge and skills up-to-date and are self-critical. Early Years Teachers recognise that the Key Stage 1 and Key Stage 2 curricula follow the EYFS in a continuum. They forge positive professional relationships and work with parents and/or carers in the best interests of babies and children.

The EYFS Leader will work in partnership with the Senior Leadership Team (SLT) to secure success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all.

### The main responsibilities for this post are:

- To work with the SLT to accelerate progress for all pupils particularly in EYFS
- To support, develop and coach teaching and learning across EYFS and lower Key Stage 1, so that the school has a consistently good or better teaching
- To lead and co-ordinate assessment across EYFS, maximizing pupil and parental engagement
- To support day to day leadership in school



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***The EYFS Leader will have key accountabilities for:***

**Knowledge and Understanding**

- What constitutes high quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership

**Strategic Leadership**

- Help develop a highly effective Early Years team through effective systems
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching, learning and outcomes for all children in Early Years
- Be able to present a coherent and accurate account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including governors, the Multi-Academy Trust (MAT), the local community, Ofsted and external agencies
- Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all EYFS children

**Planning and Setting Expectations**

- Assist the Headteacher and Deputy Headteacher in leading and managing the creation and implementation of an EYFS strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards, make good progress, and secure school improvement
- Have high expectations of all pupils and staff
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities

**Assessment and Evaluation in EYFS**

- To work with the SLT to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary
- To contribute to the School Evaluation Form (SEF) and write the EYFS SEF and Raising Achievement Plans (RAP) annually





- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform and address areas for improvements

### **Relationship with Parents and the Wider Community**

- To support families with the induction and well-being of their child when they arrive in Early Years
- Ensure that parents are well-informed about their child's attainment and progress
- To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development
- Involve parents in the learning process through workshops and events
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents

### **Managing and Developing Staff**

- Ensure that a professional demeanour and attitude is maintained by all staff in your team
- Lead professional development of staff through example thus creating strong team-work
- Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
- Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS

### **Managing Resources**

- Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money

### **Managing Own Performance and Development**

- Participate in arrangements for Appraisal and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain your own motivation and that of other staff in the phase

### **Other duties and Responsibilities**

- Undertake the duties of the Deputy Headteacher in their absence
- Ensure the safeguarding of pupils
- Other duties that the Headteacher may from time to time ask the post holder to perform



### ***Class Teacher Generic Responsibilities.***

- To teach a class at any level throughout the school
- To be a committed and active member of the staff team and school community
- To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans
- To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release
- To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, teacher assessment and any other agreed system
- To ensure the good behaviour of all pupils in the school, supporting whole school procedures, especially those in your care
- To be committed to the maintenance of high standards and equality of education throughout the school
- To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one
- To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school
- To become a member of a curriculum development team as part of the planned programme of professional development meetings
- To promote the vision, aims and values of the school and to contribute to their development
- To play a full part in the life of the school, including staff meetings and briefings, CPD, assemblies, liaising with key stakeholders and school policy making
- To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc)
- To implement all school policies, promoting equal opportunities for all
- To undertake any other particular duty reasonably assigned by the Headteacher from time to time

### ***Subject Leader Generic Responsibilities.***

- To have responsibility - under the direction of the Headteacher - for the strategic leadership and management of (the subject).
- To contribute to whole-school aims, policies and practices, including those in relation to school self-evaluation, behaviour, discipline, bullying and race



equality.

- To create a climate which enables all staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- To ensure that the subject complies with all statutory requirements in terms of the curriculum, assessment and recording and reporting of pupils' attainment and progress.
- To ensure the school complies with all relevant legislation, including health and safety, equal opportunities and the Code of Practice.
- To implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- To ensure that teachers – through short, medium and long term plans – are clear about the teaching of lesson objectives and understand the sequence of teaching and learning.
- To use data effectively to establish clear and challenging targets for pupil achievement and progress, including SEND, gifted and talented, Pupil Premium and for pupils whose first language is not English.
- To offer support and guidance to staff in the effective teaching of the subject, suggesting appropriate strategies and CPD opportunities to ensure high standards.
- To ensure that all new staff, including NQTs are appropriately trained, supported and assessed, under the direction of the Deputy Headteacher.
- To liaise with relevant members of staff including the Senior Leadership Team, school nurse, EP and EWO.
- Lead CPD meetings through the provision of high quality professional development, such as coaching, or drawing on other sources of expertise, such as the MAT.
- To analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- To establish and implement clear policies and practices for assessing, recording and reporting pupils' attainment and progress.
- To write an annual action plan and to monitor and evaluate it against the success criteria and to use this to identify future priorities for development as part of the school development plan.
- To liaise with the Senior Leadership Team to ensure that secure judgements are made about overall effectiveness for the subject, based on systematic self-evaluation.
- To maintain an evidence file for inclusion in the SEF and RAP.
- To establish staff and resource needs and advise the Senior Leadership Team accordingly of likely priorities for expenditure.
- To allocate, deploy and maintain resources with maximum efficiency to meet the objectives of the school and to ensure value for money.



- To maintain effective communication with governors, ensuring they are well-informed about subject plans, policies and priorities.
- To take responsibility for your own professional development and keep up to date with recent developments in the subject.
- To appraise members of staff as set out in the Capability and Appraisal policy.
- To develop appropriate networks with other outside agencies, including cluster groups, network learning communities, business, industry, community groups and ITT providers.
- To develop partnerships with parents by involving them in their child's learning of the subject through effective means of communication both orally and in writing.

### ***Senior Leadership Team Generic Responsibilities.***

- To lead by example and to express continually the school vision, values, aims and priorities of the school.
- To contribute to management decisions on all aspects of policy, strategy, development and organisation.
- To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning.
- To maintain and develop effective relationships with all stakeholders, including parents, governors, the MAT and other bodies outside the school.
- To share responsibility for the school in the absence of the Headteacher and Deputy Headteacher.
- To attend Senior Leadership Team meetings as required and to report to staff and governors as necessary.

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: April 2022**





**Person Specification –**

Assessment Key:  
A = Application Form  
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	Qualified Primary Teacher status	✓		A
2	Recent relevant Continuous Professional Development particularly in relation to EYFS/KS1	✓		A
3	Qualified Primary Teacher status with Early Years focus		✓	A
4	Evidence of further professional development in Early Years Foundation Stage		✓	A
Experience		Essential	Desirable	Assessment
5	A record of excellent classroom practice in the Early Years Foundation Stage	✓		A/I
6	Experience of effective involvement of parents in their children's education	✓		A/I
7	Successful implementation of quality assessment techniques to inform teaching and learning	✓		A/I
8	Experience of involvement in transition between one or more of the following, home-EYFS, EYFS-KS1, KS1-KS2	✓		A/I
9	Curriculum leadership and management		✓	A/I
10	Involvement in the implementation of whole school initiatives		✓	A/I
11	Successful teaching experience in KS1 and/or KS2		✓	A/I
12	Involvement in or knowledge of preparation and administration of KS1 Assessment		✓	A/I
13	Involvement in monitoring quality of Teaching and Learning		✓	A/I



14	Leading/delivering training Leadership experience in either Early Years or Key stage 1		✓	A/I
Skills, knowledge & aptitude		Essential	Desirable	Assessment
15	Excellent interpersonal and communication skills at all levels	✓		A/I
16	Ability to secure high standards of pupil achievement and behaviour in the Early Years Foundation Stage	✓		A/I
17	The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and governors and MAT colleagues	✓		A/I
18	Ability to work as part of an effective team	✓		A/I
19	A thorough knowledge and understanding of how children learn in the Early Years Foundation Stage and how learning at this stage affects pupils' future learning	✓		A/I
20	Ability to provide a broad, balanced, relevant and creative Early Years Foundation Stage curriculum	✓		A/I
21	Ability to influence the quality of teaching and learning	✓		A/I
22	Ability to inspire, lead and motivate the children and staff in the pursuit of excellence	✓		A/I
23	Ability to develop staff and manage their performance	✓		A/I
24	A thorough grasp of current educational issues, particularly	✓		A/I



	with reference to the Early Years Foundation Stage			
25	Ability to analyse, understand and interpret Early Years Foundation Stage performance data	✓		A/I
26	Confident user of ICT	✓		A/I
27	Secure working knowledge of the EYFS, the National curriculum and their assessment, recording and reporting requirements	✓		A/I
28	Excellent organisational and time management skills and an ability to prioritise effectively	✓		A/I
29	Evidence of parental involvement to improve quality of children's learning		✓	A/I
30	Evidence of managing the performance of staff		✓	A/I
31	Evidence of successfully inspiring and challenging others to raise performance and standards		✓	A/I
32	Evidence of the strategic use of data		✓	A/I
<b>Personal Qualities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
33	A passion and drive for raising standards of teaching and learning	✓		A/I
34	Commitment to equal opportunities	✓		A/I
35	Child-centred approach to learning	✓		A/I
36	Positive, energetic, enthusiastic, resilient and thrives on challenge	✓		A/I
37	Ability to maintain confidentiality	✓		A/I
38	The ability to effectively lead a team of teaching and support staff	✓		A/I
39	Commitment to personal and professional development	✓		A/I





40	Commitment to whole school improvement	✓		A/I
41	Demonstrates flexibility and adaptability	✓		A/I
42	Evidence of continual professional and personal development		✓	A/I
43	A willingness to work across the primary range		✓	A/I





## About Oakley Primary Academy.

Oakley Primary Academy is friendly village school with exciting times ahead as we begin our journey of being part of the newly formed Meridian Trust. We work closely with all the schools within the Trust, as well as other schools and pre-schools in the local area. This enables us to share expertise, good practice and learn and move forward together. The close links we have with the pre-schools enable us to really get to know the pupils and their families before they join the Early Years.

We are proud to be a 'Values School'. The values we teach are modelled by our staff members and through our teaching of the curriculum. We are a supportive and hardworking team, where all stakeholders are valued and listened to.

At Oakley Primary Academy we deliver the National Curriculum through a creative curriculum so that learning is creative, fun, and meaningful. There is a clear progression of knowledge in each subject to enable children to grow in all areas and be successful, not only academically, but in daily life.

We work very closely with the families of our school and acknowledge the importance of close home/school links.

We look forward to welcoming you at Oakley Primary Academy.

**To find out more information about Oakley Primary Academy, please see our website:-**

[Home - Oakley Primary Academy](#)

