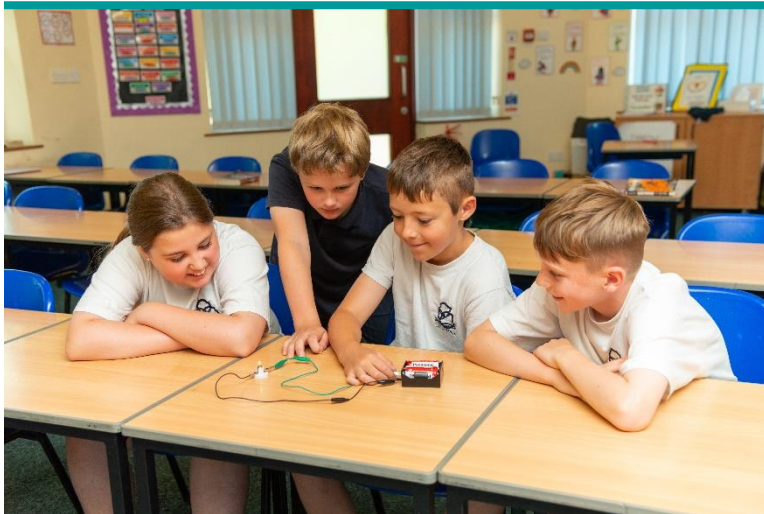




Class Teacher Recruitment Pack





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Welcome from our Head Teacher

Crosshall Junior School is a dynamic environment; no year is the same, as no group of children or individuals are the same; and this year, in particular, is momentous as it marks the **50th Anniversary of Crosshall**. The school offers a consistent approach across the years and has high expectations. Children are nurtured and feel cared about, as demonstrated by our accreditation as the **Flagship School: Centre of Excellence for Inclusion** – the only school in the whole of the eastern region.

Our outstanding curriculum aims to develop life-skills and provide a first-class education. Our **Future Me** curriculum promotes ways in which aspirations for adulthood can be achieved from the age of seven. Members of the community also work with the children so that they have a realistic understanding of their jobs. Oracy, literacy and numeracy are promoted alongside the arts, PE, humanities, computing, science, DT, IT and languages, and the school has excellent resources reflecting this ambition.

Assessment is integral to learning and we use formative and summative assessment to ensure that teaching is targeted, relevant and timely. To ensure accurate benchmarks, we have used GL Assessment packages for over ten years. The marking and feedback policy recognises that the children are on a learning journey and our use of 'not yet' encourages students to think through problems. Encountering challenges indicates that a child is learning and it is when a child bounces back from difficulties that confidence, resilience and drive are developed. The deepest learning often comes through adversity and perfectionists have their thinking challenged.

Although the children in Year Six sit their End of Key Stage Two Tests, and we ensure that our children are well prepared to do their very best, we do not adhere to an 'exam factory' approach. Throughout the school, process and effort are praised and a growth mind-set is encouraged. We want our children to be equally brave and to make the most of every opportunity.

Future Me, rewards children who, regardless of academic ability, take risks, try something new, participate in social action and build character, whether at school or home. Personal and social skills are fostered through a secure and positive framework and links have been built with the local and wider community.

By the end of the Key Stage, we believe that our children are successful, more independent, happy and confident students, ready to become responsible citizens; they are more aware of what they would like to attain in the future and have the skills and know-how to **Achieve their Dreams**.



About Crosshall Junior School

Crosshall Junior School Academy Trust is a large junior school (primary school Year Three, Four, Five and Six) with three/four classes per year group. Whilst serving the immediate area of Eaton Ford, St Neots the school also attracts families from outside the locality including other parts of St Neots, Eynesbury, Hail Weston, Little Paxton, the Offords and beyond. The school is highly regarded.

Leadership at all levels has had a significant impact on the development of the school's rich, inclusive learning environment. The teachers are highly motivated and staff turnover is extremely low.

The children are central to the culture of continual improvement. We strive to provide an education that is dynamic, personalised and appropriate. We want our children to feel nurtured and cared about, and to lead happy and successful lives whilst at primary school and beyond.

Confidence, resilience and drive are crucial; and our curriculum rewards children who take risks and a role in social action. Combining our character building curriculum with a growth mind-set ensures that they become responsible citizens and have the skills and knowledge to **Achieve their Dreams**.

Crosshall Junior School Ethos and Values

Our ethos is encompassed in our school values of **Ambition, Resilience** and **Kindness (ARK)** and our motto of '**Achieve Your Dreams**'.

We aim to enable and encourage every pupil to achieve their full potential in every aspect of school life.

Over the years at Crosshall Junior School, we have worked hard to create an environment where pupils develop a true joy of learning. We believe that pupils with different abilities, talents and backgrounds have much to contribute to each other.

We recognise the individual needs of all, and our attitude towards the curriculum emphasises the broader concept of personal development.

We live in a rapidly changing society, and it is important that pupils are prepared for the future by being flexible enough to cope with change and having open minds.





Why work for us?

There are many great reasons to work at Crosshall Junior School:

- No two days are the same!
- It's rewarding inspiring the next generation;
- You are always learning;
- Our pupils are ambitious, resilient and kind;
- You will feel part of a supportive community;
- It's a warm and welcoming environment;
- Excellent career progression;
- We're a team of diverse and talented individuals;
- Access to free Employee Assistance Programme, offering mental health and wellbeing support.

How to apply

Visits to our school are greatly encouraged. Please contact our Office Manager, Samantha Gilliam at office@crosshalljunior.co.uk or on 01480 475972.

For more information about the role and necessary application documents please visit our school website under Our School > Staff Vacancies > [Class Teacher](#).

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

Closing date for applications: midday on Friday 24th January 2025

Interview to take place on: Wednesday 29th January 2025

For any questions about the application process contact our Office Manager, Samantha Gilliam at office@crosshalljunior.co.uk or on 01480 475972

Crosshall Junior School Academy Trust is committed to diversity, inclusion and equality of opportunity for all staff, and applications from individuals are encouraged regardless of age, disability, sex, gender assignment, sexual orientation, race, religion or belief, and marriage and civil partnerships.

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All appointments will be subject to pre-employment checks, including an enhanced check with the Disclosure & Barring Service (DBS), references and online searches.



JOB DESCRIPTION AND PERSON SPECIFICATION: Key Stage Two Class Teacher

Part 1: Job Description

Job Title	Key Stage Two Class Teacher
JD Reference:	CT/202501
School/ Academy	Crosshall Junior School
Salary	MPS
Managed by	Head Teacher

Role	Class teacher with expert primary knowledge
Purpose of job	Deliver high quality teaching and care to all pupils

Qualifications and Training

- Will possess Qualified Teacher Status.
- Evidence of continuous participation in training and a commitment to further professional development.
- Demonstrate a willingness to undertake further professional study.

Experience

- Teaching at either Key Stage One or Key Stage Two.
- Working successfully and co-operating as a member of a teaching team.
- Assessment – formative and summative.
- Experience teaching across the whole primary age range (desirable).
- Experience administering KS2 tests (desirable)

Commitment to Education and Teaching

- Wishing to work within a primary school and being willing to meet the expectations of the school's governing body.
- Establishing and maintaining good professional relationships with pupils, parents, the community and colleagues.
- Setting very high expectations of all pupils and being committed to raising achievement.
- Knowledge of the latest research into how children learn.
- Adopting a flexible approach.

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Knowledge and Understanding

- The statutory/ non-statutory requirements concerning Safeguarding (including Child Protection), Equal Opportunities, Special Educational Needs and Disabilities, Health & Safety, Inclusion, Prevent and British Values.
- The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation, behaviour management and personalised learning).
- The current National Curriculum.
- How to establish positive relationships with children, based on high expectations, a purposeful learning environment, where by all pupils feel secure and confident.
- Planning and implementing an effective teaching programme, including the monitoring, assessment, recording and reporting of pupils' progress.
- How to use digital technologies effectively as an integral part of teaching and learning.
- Knowledge and understanding of co-ordinating a National Curriculum subject in a primary school.
- Planning an innovative and child-centred curriculum.

Skills

- Promote the school's ethos and values positively.
- Establish and develop excellent professional relationships with their class.
- Create a positive, challenging and exciting learning environment.
- Communicate effectively (both orally and in writing) to a variety of audiences.
- Develop strategies for creating community links.

Personal Characteristics

- Knowledgeable and highly competent.
- Approachable and good at listening.
- Innovative and enthusiastic.
- Organised and resourceful.
- Intelligent and reflective.
- Passionate about all aspects of learning.

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Part 2: Person Specification

Person Specification – Class Teacher	<p>Assessment Key: A = Application Form I = Interview RE = Reference LO = Lesson Observation</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good Honours Degree or equivalent.	✓		A
3	Evidence of continuing professional development.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Excellent classroom practitioner.	✓		A/I/RE
5	Excellent subject knowledge.	✓		A/I
Knowledge and Skills		Essential	Desirable	Assessment
6	Evidence of both curricular and pastoral responsibilities.	✓		A/ I/ RE
7	Understanding of and commitment to teaching standards.	✓		A/ I/ RE
8	Ability to foster and promote good relationships with all stakeholders.	✓		A/ I/ RE
9	Ability to contribute to team meetings and contribute ideas.	✓		A/ I/ RE
Personal Qualities		Essential	Desirable	Assessment
10	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/ RE
11	Willingness to undergo further training and development.	✓		I
12	Excellent interpersonal and communication skills.	✓		I/ RE/ LO
13	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/ RE/ LO
14	Positive and enthusiastic approach towards work.	✓		I/ LO
15	Professional approach when dealing with all issues, pupils and staff.	✓		I/ LO



16	Clear, fully inclusive, educational philosophy.	✓		A/ I/ RE
17	Commitment to continual improvement and challenging norms.	✓		A/ I
Child Protection		Essential	Desirable	Assessment
18	Support the Academy policies on safeguarding and child protection.	✓		A/ I/ RE
Other		Essential	Desirable	Assessment
19	Flexibility of working hours	✓		A/ I