



Candidate Pack EYFS Class Teacher

MPS 1-6

Part Time (0.4 – 2 days): Permanent Contract



Welcome

Dear Candidate,

Welcome to Crossdale School. I am delighted that you have chosen to find out more about the vacancy within 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 tolerant school where everyone is valued for their individuality, culture, and heritage.

Our school greatly values the notion of the 'Crossdale Family', where all members of the school community are supported, encouraged, and appreciated. We want all our children to feel happy, safe, and secure in school. Our aim is to create an environment that meets the needs of every child, while celebrating and encouraging success.

We deliver an exciting and engaging curriculum — one that makes links between subjects to motivate children and develop a passion for learning. Our curriculum provides experiences that open up a wealth of opportunities for all children to explore and deepen their understanding. We want children to leave us with the skills they need to be successful in every aspect of their lives, and with the self-belief that they can achieve great things.

We know that we can only achieve the best for each child through close co-operation between home and school. Parents are always welcome in school, and we make every effort to be available to discuss any aspect of a child's development.

We would be delighted to show you around Crossdale so you can experience the positive atmosphere, meet our amazing children, and see the wonderful work they do.

Kind regards,

Peter Cresswell (Executive Headteacher)



The Position

The Governors of Crossdale Primary are looking to appoint a committed and passionate colleague to join our team. The successful candidate will demonstrate a commitment to team working and playing a full role in the wider life of the school. The position is in EYFS. We would welcome applications from experienced teachers and ECTs.

At Crossdale Primary we pride ourselves on our positive ethos and enjoy fantastic backing from our school community. We can offer the successful candidate high levels of support and the opportunity to work within a skilled, motivated and friendly staff team. Further development opportunities and support are available through the other schools in our Trust, [Equals Trust](#). We also work in close collaboration with [Keyworth Primary School](#).

Staff well-being is of paramount importance to us, and we always remember that all team members are human beings first with their own families and situations outside of work.

If you're looking to join a supportive and forward-thinking team that values both professional excellence and well-being, we'd love to hear from you!

We strongly encourage applicants to come for a visit. Visits can be arranged email office@crossdale.notts.sch.uk or phone 0115 9748088.



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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 Friday 14th May 2025, 9am.

Interviews will take place w/b 19th May or earlier if we receive strong applications before the closing date. We will contact successful applicants to agree interview dates. **This position is available from September 2025.**

Referees will not be contacted without the express permission of candidates and only if you are invited for an interview.

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

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.

Values

At a whole school INSET day, staff worked together to agree a set values. Staff were asked to consider what happens when the team is working together brilliantly and in the 'flow'. This 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 decision – 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!



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 officers of the Education Department as appropriate. 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 safe guarding 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:

- i) 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:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. 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.

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 good or outstanding teaching. -Effective classroom and behaviour management strategies. -Using assessment to inform planning and support pupil progress. -Safeguarding and child protection procedures. -Adapting teaching strategies to support pupils with diverse needs. 	<ul style="list-style-type: none"> -Teaching in EYFS -Experience working in more than one primary school phase. -Collaborating with parents to support pupil development. -Leadership of a subject area. -Providing extra-curricular activities 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. -The Early Years Foundation Stage -The impact of deprivation on attainment and life outcomes. -Strategies for differentiation to meet individual pupil needs. -The statutory requirements of Equal Opportunities, Health & Safety, Special Educational Needs (SEN), Inclusion, and Child Protection. -The importance of fostering positive relationships with school stakeholders. -The latest 'science of learning' strategies to enhance retention of knowledge. -Safeguarding policies and procedures, ensuring the welfare of all children. 	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Effective teaching of phonics. - The role of schools in promoting community cohesion. - The latest developments in primary education. - Links between primary schools and wider educational partnerships.
Skills	<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 relationships within a team. -Develop partnerships with parents, 	<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 extracurricular activities.

	<p>governors, and the wider community.</p> <ul style="list-style-type: none"> -Communicate effectively (both orally and in writing) to various audiences. -Create an organised, stimulating, and inclusive learning environment. -Use Information and Communication Technology (ICT) to enhance learning. -Demonstrate strong behaviour management skills. 	<ul style="list-style-type: none"> - Support and mentor colleagues in professional development.
Personal characteristics	<ul style="list-style-type: none"> -Reflective and committed to continuous professional growth. -Passionate about providing the best outcomes for every child. -Honest, empathetic, and approachable with all stakeholders. -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 with input from leadership. -A creative problem solver with a solution-focused mindset. -A strong commitment to diversity, equity, and inclusion. -A positive and enthusiastic approach to teaching and learning. --A sense of humour and sociability. 	



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.

[OFFICIAL INSPECTION REPORT CLICK HERE](#)

EQUALS TRUST

Founded in September 2016, Equals Trust, is a primary multi-academy trust based on the principle of equality with the aim of allowing member schools to maintain their ethos and unique identities within a tight local network, with strong mutual accountability, shared support services and a strong collaborative approach to staff development and school improvement.

We work collaboratively together with a clear purpose and direction, where:

- teaching and learning is at the centre of all we do;
- children enjoy, and are engaged in, a curriculum that challenges and excites them;
- we develop responsible citizens who value diversity;
- we ensure a culture of high expectations amongst all our children;
- children value themselves and each other, developing the self-confidence and resilience to face future challenges;
- the contributions made by all stakeholders are valued.

We work effectively in school partnerships to enhance our provision by:

- extending the learning opportunities and activities for pupils;
- enriching the curriculum through partnership working and shared resources;
- enabling the greater sharing of excellent teaching and learning;
- enhancing the professional development of teaching and support staff;
- building mutual support and accountability for Headteachers and Governors;
- securing cost and resource efficiencies through joint commissioning.

[Find out more about Equals Trust here](#)

