



**Meridian
Trust**



**Downham Feoffees
Primary Academy**

Headteacher

**The Lantern Community Primary School
and Downham Feoffees Primary Academy
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 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, 1 through, 12 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 involved in initial teacher training in the local area through School Centred Initial Teacher Training (SCITT) programmes. 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. We also host the Cambridgeshire and Peterborough Teaching School Hub.

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.

CMAT 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 we have a 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. In April 2022, we merged with Cambridge Primary Education Trust to become the Meridian Trust.

We are currently a family of 30 academies (including 14 primary, 3 special, 1 through and 12 secondary schools). The secondary schools include a University Technology College and several that are 11-18 schools. We also have 3 new secondary free schools in development.

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 outcomes. Our academies are well-run and our staff benefit from excellent access to professional development.

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.

Our commitment to the education system goes beyond just our own academies. 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 also operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country, 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.



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Learning



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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:



Valuing People

Engaged, developed, supported, and consulted.



High Quality
Learning
Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



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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 2011, we have nurtured and developed the



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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:

Meridian Trust can provide you with 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, online GP service 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 for this role, please complete the online application form on the [My New Term](#)

website: www.mynewterm.com or via TES www.tes.com. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: Wednesday 23rd April 2025 – 09:00

Interviews: Monday 28th April 2025



Applying:

For any questions about the application process, please contact: Caroline Day, Primary Recruitment Officer.

Email: cday@meridiantrust.co.uk or
telephone 01223 491656

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.



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Downham Feoffees
Primary Academy



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About The Lantern Community Primary and Downham Feoffees Primary Academy:

Lantern Community Primary School (LCPS) and Downham Feoffees Primary Academy (DFPA) have both been part of Meridian Trust since 2017 and 2018 respectively. They are closely situated geographically, just 2 miles apart. Given their proximity, the schools have worked together in various ways over the years. Since September 2024, we have formalised the link between the two schools by extending the role of headteacher of LCPS to oversee the education at DFPA. A head of school is in post at DFPA. The two schools have been collaborating effectively in all aspects of school life, including teaching and learning, school administration and finance. The schools are efficiently sharing expertise and resources to benefit everyone.

Lantern Community Primary School (LCPS) is in the city of Ely, approximately 15 miles north of Cambridge. There are currently 405 children on roll, organised into 14 single age classes. In addition, there is a pre-school on site called 'Goslings' which is run by the school. There is also a well-supported wrap around care facility which is operated by the school. LCPS achieved a good OFSTED outcome in October 2022.

Downham Feoffees Primary Academy (DFPA) is a small, more rural village school in the heart of the village of Little Downham which is two miles to the north of Ely. The catchment of DFPA includes the village of Pymoor. A school bus brings children from Pymoor to DFPA. Currently there are 150 children on roll organised in six classes. Next door to the school is 'Busy Fingers', a pre-school which is separate to DFPA. There are strong links between the two and most of the children transfer to Reception at DFPA. The school achieved a good OFSTED outcome in February 2022.

The majority of children from both LCPS and DFPA transfer to Ely College (also a Meridian Trust school) for their secondary education.

The ethos of both schools is based around the Meridian Trust values and then school specific values which are lived by the children each school day. Expectations are high for all who make up our community.

Children enjoy learning in our schools following our Meridian Trust primary curriculum which has been carefully curated by skilled curriculum leaders across the Trust. We aim to provide engaging learning activities in stimulating and supportive environments. Although our purpose is to promote the development of academic and practical skills, we also seek to guide children in their social and moral development. The environment we provide for the children promotes independence, self-motivation and confidence. We aim to develop the numerous social skills that are necessary for children to become responsible members of society.

We are proud of both schools and of the part they play in their communities. Our success depends and relies upon the partnership that is fostered between home and school, and we value the hard work and support provided by parents/carers and friends. Both schools benefit from active parental support through Friends of the Lantern (FOTLs) at LCPS and Friends of Downham Academy (FODA) at DFPA. They organise a range of different events during the year to bring each school community together and raise money to support enrichment and other school developments. Both schools have strong links within their local communities.

The staff at both schools are committed to extending their own learning. All staff benefit from continuing professional development which is shared by the staff across both school sites. Planning and sharing of resources are collaborative. Everyone is focused on developing learners who are resilient, learners who are focused and learners who are aspirational in their goals; learners well prepared to be successful citizens of the 21st century.

We offer a wealth of enthusiasm for learning and for supporting and helping each other in all aspects of school life. Visitors to our schools comment on the friendly and positive welcome from the staff and the children. We look forward to welcoming potential applicants on visits to our schools.

LCPS and DFPA are on a journey of working closely together. We look forward to appointing a new Headteacher to continue this journey and build on already strong foundations leading to success for all.

To find out more information about Lantern Community Primary School and Downham Feoffees Primary Academy, please see our websites:-

[The Lantern Primary School – Shining Light in our Communities](#)

[Downham Feoffees Primary Academy](#)



About the Headteacher role for this post:

We are seeking to appoint an Headteacher to be the Headteacher at Lantern Community Primary School (LCPS) and also to oversee the school community of Downham Feoffees Primary Academy (DFPA), working closely with the head of school at DFPA. This is an exciting leadership project for the right candidate – the opportunity to become the established headteacher of LCPS and extend and develop your leadership through overseeing the educational success of DFPA as well.

As the new Headteacher, you will benefit from the professional support and guidance of the Trust's Primary Leadership Team, made up of Meridian Trust's Deputy CEO, two Executive Principals and an Associate Executive Principal. This team is dedicated to providing both support and challenge to help you achieve your school's vision. This collaborative team will work alongside you, providing expertise and strategic insight to strengthen leadership and drive school improvement.



Additionally, you and your Senior Leadership Team will be supported by the Trust's Primary Curriculum Team, who bring specialised knowledge in key areas such as Maths, Phonics, Early Years and curriculum development.

All the Headteachers in Meridian Trust benefit from the opportunities afforded to a mixed phase trust. Our schools are very well supported by the directorate teams of finance, IT, HR, and premises, as well as our knowledgeable Trustees. This enables us to give a level of technical support to our primary schools which would not be possible in a smaller trust. Primary Headteachers meet regularly which enables the Headteachers to develop primary practice and support each other.

Together, these teams will ensure you have access to a network of experienced professionals committed to empowering your leadership and enhancing outcomes for both LCPS and DFPA.

As a large trust of primary, secondary and specials schools, our ideal candidate will need to be a natural team player, willing to contribute to the wider Trust aims and objectives. A commitment to collaboration is at the heart of our educational improvement philosophy. We aim to improve and raise standards, ensuring equality of opportunity for all, whilst also ensuring that resources are efficiently and effectively used to achieve positive outcomes for all.

This position would suit someone who is interested in leading the development of teaching and learning in two schools to a high standard with innovative practice; a leader who likes to follow up on or initiate creative ideas and wants to participate in developing a primary curriculum which is fit for the next generation. We are looking for someone with clear vision

and a thorough understanding of the processes of school leadership including self-evaluation, school development planning, efficient and effective deployment of resources, target setting and accountability to the School Academy Council (AC) and Trustees to ensure that the schools continue to thrive and develop further.

A Meridian Trust Headteacher must have a clear appreciation of the values that shape our schools. This will be particularly demonstrable through their personal qualities. Our Trust is driven by a strong moral purpose. "The Pursuit of Excellence" must underpin the approach and philosophy of all who work in The Trust.

In summary, as you will experience from the outset on visiting either LCPS or DFPA, the children are at the heart of everything we do, and we believe that it is our duty to provide our children with the best possible opportunities. We are very fortunate to have a talented and hard-working staff who have high expectations of themselves and of the children. Our children achieve well and make good progress whatever their academic ability.

Visits to our schools are warmly welcomed and our websites will also provide you with more information about us and our communities. I look forward to receiving your application for this fantastic opportunity within school leadership. If you would like to arrange a visit or need more information on the application process, please contact our Primary Recruitment Officer, Caroline Day, email: cday@meridiantrust.co.uk or telephone 01223 491656.

The closing date for applications is by 09:00 on Wednesday 23rd April 2025.

Your application should also contain a letter of application/supporting statement of no more than two sides of A4 (or approximate equivalence within the application form), outlining why you feel that you are the best fit for the requirements of this post. Your application should be completed online via [My New Term](#) or [TES](#) recruitment portals.

You can also find details of our vacancies and how to apply on our Meridian Trust website www.meridiantrust.co.uk – see Jobs and Vacancies Page.

I look forward to hearing from you.

Helen Lorimer
Executive Principal – Meridian Trust



JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Head Teacher
JD Reference:	JD SLT
School/Academy:	The Lantern Community Primary School & Downham Feoffees Primary Academy
Salary:	Primary Leadership (Band 11)
Responsible to:	Executive Principal

Role:	Provide professional leadership and management of the school, accountable to the Executive Principal and the Local Governing Body.
Purpose of job:	Providing clear vision and direction for the school to ensure that aims and targets are met.

Responsibilities and Accountabilities:

Headteachers, like other teachers, are expected to meet the teachers' standards. In addition, the headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

For this post, there is leadership of more than one school. All elements of the job description are applied across the two or more schools.

School Culture:

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Teaching:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum and assessment:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

Additional and special educational needs and disabilities:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised

career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous school improvement:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and accountability:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.

- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain 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.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- 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.
- To 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 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: January 2023

Person Specification – Head Teacher	<p>Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good Honours Degree or equivalent.	✓		A
3	NPQH Award for all candidates where this is their first substantive post as a headteacher/principal since 1 st April 2009 (or undertaking course/ready to apply).	✓		A
4	Evidence of continuing professional development.		✓	A/I
5	Evidence of leading professional development activity.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Operational awareness and understanding of legislative framework.	✓		A/I
5	Evidence of strong understanding of child protection issues within a school environment.	✓		A/I
6	Evidence of Safeguarding, Recruitment and Selection Training.		✓	A/I
Knowledge and Skills		Essential	Desirable	Assessment
8	Evidence as an outstanding leader in a senior leadership role.	✓		A/I/RE
9	Evidence of recent senior leadership experience.		✓	A/I/RE
10	Evidence of successful strategic leadership and management.	✓		A/I/RE

11	Evidence of delivering 'Outstanding' results or above national expected outcomes:	✓		A/I/RE
12	Evidence of raising standards of teaching and learning.	✓		A/I/RE
13	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
14	Evidence of successful school financial management.		✓	A/I/RE/AS
15	Excellent classroom practitioner.	✓		A/I/RE
16	Experience of working in schools in different contexts.	✓		A/I/RE
17	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment
19	Clear thinker and optimistic and resilient person.	✓		I/RE/AS
20	Excellent interpersonal and communication skills.	✓		I/RE/AS
21	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
22	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
23	Commitment to continual improvement and challenging norms.	✓		A/I/AS