

The Ferrers School

Now Recruiting – Teacher of Science

Principal - Mrs Angela Smith

The Ferrers School Address: Queensway, Higham Ferrers, Northamptonshire, NN10 8LF

Email: mail@theferrers.org

Telephone: 01933 313411



Welcome to The Ferrers School

Our unwavering commitment to school improvement has ensured that The Ferrers School is a thriving and vibrant learning community. We are committed to providing a high-quality educational experience and put learning and individual achievement at the centre of everything we do. We share a collective sense of pride in the transformation and rapid improvement that has taken place. We are a school that is really going places! Following our most recent Section 5 Ofsted inspection, we are delighted to have been rated a 'Good' school in all areas.

We believe that our students should experience the broadest curriculum possible, with exposure to a wide range of subjects and experiences. Our curriculum aims to develop and nurture knowledge and skills through rich content and expert teaching. The taught curriculum runs hand in hand with the school's commitment to 'Extending the Boundaries of Learning' which includes personal development, careers education, information and guidance, 'PLEDGES' and Session 6, all of which equip students for life beyond school.



The Ferrers School is part of the successful Meridian Trust, a group of primary, secondary and special schools. Many of the schools in the trust are growing and there is a need to develop capacity, expertise and excellence in our staff body. We are currently working very closely with our colleagues at Sharnbrook Academy and as a school we look forward to playing a key role in the development of Meridian Trust's free school due to open in Weldon, Corby in 2023.

The Ferrers, like the Meridian Trust, is also driven by our ability to adapt to the changing educational landscape led by determined staff who bring our community alive with their enthusiastic personalities, unshakeable work ethic and their commitment to delivering exceptional learning experiences for our children. What makes The Ferrers School, and the Trust, different is that we know how to nurture and bring out the very best in our talented staff.

What we can offer you:

- a philosophy of 100% achievement and inclusion
- a commitment to extending the boundaries of learning enabling all young people to become well-rounded individuals
- a purposeful and caring learning environment, where every individual is known, valued and supported
- motivated and engaged students, and ambitious, dedicated and professional staff

"Leaders and governors have established a positive school culture. Their clear vision has united staff".

"Leaders have ensured that all staff receive high-quality professional development. Staff say that they strongly value these opportunities". **Ofsted report July 2021**

Should you wish to join us, please complete the application form and submit a supporting statement which should be no longer than two sides of A4. We would highly recommend a visit to the school.

Mrs Angela Smith, Principal



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.



Meridian
Trust



Our Mission

To help all our students to be the very best they can be.

We express this through our motto,

“Aspire, Achieve, Acclaim”

- ❖ **Aspire** – we have the highest aspirations for our students, and we expect them to have high expectations in all that they do.
- ❖ **Achieve** – we want all our students to achieve their best in all that they do. We set challenging targets and constantly seek ways to raise levels of achievement for all.
- ❖ **Acclaim** – we celebrate and reward the achievement of our students. We foster a climate in which success is recognised and celebrated to support students’ aspirations and achievements.

Our vision is to send our students out into the world as confident, motivated, aspirational and high achieving young people who will make a positive contribution to the local and wider community as responsible and ambitious citizens.

Our Values

- ❖ **We are committed to the pursuit of excellence** - There is a culture of continuous self-improvement, informed by systematic benchmarking against the best practice nationally, and modelling of our best practice for, and in, other schools.
- ❖ **We value people** - There is a single-minded commitment to value, and know, every student, engage with parents and develop all of the staff.
- ❖ **We are committed to the achievement of all** - ‘Every Child Matters’ (ECM) translates to ‘Every Child Achieves’ (our 100% philosophy) in recognition of the links between genuine access to achievement and self-esteem and motivation.
- ❖ **We provide a high-quality learning experience** - There is a recognition that schools need to remodel themselves in terms of workforce, team structures, use of ICT and resources to focus on the individual and specific needs of every child.
- ❖ **We extend the boundaries of learning** - The Academy is outward looking; positively engaging with other schools, organisations and events locally, nationally and internationally to expand our horizons and experiences.



The Role

The Ferrers School is seeking to appoint a well-qualified and enthusiastic teacher to join the Science Department in January 2023

This is a fantastic opportunity for an enthusiastic and highly motivated professional to play a key part in one of our core subjects. The successful candidate would join our science department and work with the team to drive up standards in science.

We are looking for a creative, passionate and energetic teacher who can work with us as we strive to bring about rapid improvement to secure better progress for our learners.

The successful candidate will be a highly committed team player, with a true passion for Science, and an understanding of the strategies required to motivate and inspire students. They will play a part in promoting the subject throughout the school

We are looking for someone who understands the value of high-quality assessment and uses this to drive planning and progress. The successful candidate will be expected to draw upon the latest resources and teaching methods in delivering Science across the ability range at KS3 and KS4, incorporating the use of investigational and practical work as well as ICT. KS5 teaching may be available depending on experience and specialism.

We would welcome applications from any teacher who is keen to immerse themselves in a hardworking, supportive, forward-looking department.

We welcome applications from ECTs and we run a highly supportive and successful ECT programme. We also have a strong track record of leadership development and succession planning for an ambitious candidate who is keen to progress to leadership in the future. If you are currently training and will be seeking a post from September 2023, we would be interested in considering your application.





The Department



The successful candidate will be joining an enthusiastic and supportive team, with a wide range of experience. At present, there are eight members of staff with a vast range of qualities and experiences. The Curriculum Leader is supported by a Key Stage Coordinator and two very supportive and able laboratory technicians. We have nine fully equipped laboratories. All staff have their own individual laboratories which are on one floor level and close to the science prep room. All have promethean interactive smartboards.

In Year 7 and 8, students are taught in broad ability groups which are reviewed every year. Students start the GCSE course in Year 9 and we follow the AQA trilogy and triple course. Each group at GCSE has three teachers to enable specialisation although all staff are expected to teach across all disciplines of Science at GCSE with the support of other colleagues. A Levels are taught across the consortium with two other schools, but as The Ferrers has the largest number of students, nearly all the lessons are taught at this school. Biology and Physics follow the AQA specification whilst Chemistry follows the OCR specification.

Curriculum development is on-going in science and we would like to appoint someone who is willing to contribute to these changes. Our ethos is always based on teamwork, and we work well together both formally and informally, offering advice and support no matter what level of experience we have.

All staff have a laptop and ECTs receive support both in terms of a reduced timetable but also an effective training programme. The Ferrers has experience of successfully training graduate teachers, PGCE students and ECTs.

Neil Mellor, Curriculum Leader – Science



Job Description

General Responsibilities

- To teach Science and carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document.
- To be a form tutor and to carry out the specific responsibilities of the role.

Specific Responsibilities Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well - structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole school improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the school's meeting cycle.

Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the Progress Leader;
- To encourage tutees to comply with the school's values statement;
- To encourage the student voice and develop a form and year group ethos that is in harmony with the school values;
- To monitor student progress, following the school's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

Other

- To undertake any other reasonable duties as directed by the Principal.



Person Specification

Qualifications	Essen tial	Method of Assessment
Qualified Teacher Status (gained or pending) / Degree relevant to the subject	x	Application form
High standard of literacy	x	Application form
Commitment to Safeguarding		
Motivation to work with children and young people	x	Application form / reference / interview
Commitment to, and belief in, the equal value of all students	x	Application form / reference / interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	x	Application form / reference / interview
Ability to raise the self-esteem and expectations of children and young people	x	reference / interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	x	Application form / reference / interview
Teaching and Learning		
Proven track record of outstanding Science teaching	x	Application form / interview
Knowledge and understanding of the National Curriculum requirements in Science	x	Application form / interview
Awareness of current developments in Science	x	Application form / interview
Experience of teaching Science at Key Stage 3 and 4	x	Application form
Experience of teaching Science at Key Stage 5 desirable		Application form
Evidence of securing excellent progress and attainment for all groups of learners.	x	Application form / interview
Proven track record of raising student attainment	x	Application form / interview
Proven track record of strong and effective behaviour management strategies	x	Application form / interview
Excellent ICT skills	x	interview
Interpersonal Skills		
Ability to communicate effectively and relate well to all stakeholders	x	Application form / interview
Willingness to contribute to extra-curricular activities	x	Application form / interview
Ability to work as part of a team	x	Application form / interview
Personal Qualities / Skills		
Creativity, energy and enthusiasm	x	interview
Evidence of working effectively under pressure	x	interview
Good sense of humour	x	Application form / interview



A Great Place to Work



We care passionately about our staff, their well-being and professional development and this is reflected in the fact that we are an enthusiastic team, committed to working collaboratively and sharing the very best practice.

We can offer:

- a strong team environment that takes staff well-being seriously
- a dedicated Senior Leadership Team who wants to see staff progress and flourish in their career
- a research-informed approach to teacher development and school improvement
- A new Ferrers Framework which reflects our culture of high expectations for all
- a post with the potential for future progression both within this role and the wider Trust
- support from the wider Trust including numerous CPD opportunities
- a full induction programme alongside weekly training sessions and staff meetings to ensure effective communication
- a strong track record of staff development within the Trust
- Employee Assistance Programme to help support you in everyday life as well as career decisions
- ample on-site car parking
- supportive parents and an improving standing in the community with close and successful working relationships with our partner schools in our shared sixth form.



About Us

The Ferrers School is an 11-18 co-educational comprehensive which opened in 1980. A new all-weather 3G sports surface was completed in 2015. Our expressive arts area was fully refurbished in 2020 to incorporate a 2nd dance studio, recording studio, music technology suite, media suite and a film studio. The school is available for community lettings out of school hours.

In September 2020, there were 971 students on the roll including over 130 in the Sixth Form. At Post-16, we work in partnership with neighbouring secondary schools - Huxlow and Rushden - within the context of The East Northamptonshire Sixth Form Consortium (TENC). Our standard admission number is 180 in each year group.

Higham Ferrers is a small town of over 7,000 and lies on the edge of the Nene Valley close to the Cambridge-Northamptonshire border. Higham Ferrers itself has a long and interesting history. It was one of the first towns in England to receive a Charter and still retains its own Mayor. It has a beautiful main street of stone-built houses and a large parish church which has the Bede House and a tiny 15th century grammar school building in its close. Also, in Higham Ferrers are to be found the ruins of a school founded in the 15th century and the site of a castle.



Higham Ferrers and its neighbouring town of Rushden are served by two comprehensive schools which share the common "catchment area" of the two towns. The two comprehensive schools draw students from six primary schools in Higham Ferrers and Rushden, including Higham Ferrers Junior School and Henry Chichele, with many transferring to

The Ferrers, in addition to students from the Rushden primary schools. Several students also attend The Ferrers from villages outside of the immediate area.

The area has good transport links to other local towns, for example, Bedford and Leicester from nearby Wellingborough and fast train services to London St Pancras Intl. The average journey time between London St Pancras Intl and Wellingborough is 47 minutes. On an average weekday, there are 48 trains per day travelling from London St Pancras Intl to Wellingborough. It is ideally located close to major trunk routes enabling easy access into and out of the county. There are excellent leisure and shopping facilities in the form of the recently opened 'Rushden Lakes', where everyday essentials meet fashion favourites, and all of this is combined with the great outdoors and lots of great places to eat, drink and relax.



**The Ferrers
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PHYSICS

TEACHER OF SCIENCE

The Application

Applicants should send the completed form along with a covering letter of application to Alison Davies, PA to the Principal at: ADavies@theferrers.org

Potential applicants are strongly encouraged to contact us prior to applying and arrange a visit to find out more about our school.

Please contact Alison Davies to make an appointment.

Closing date for applications is 9.00am 17th February

Interview date: 23rd February

We reserve the right to close the advert early if a suitable candidate is found. Early applications are encouraged.



**The Ferrers
School**

‘Aspire, Achieve, Acclaim’



Safeguarding

Please note that we do not accept CVs – any received will not be taken into consideration during the shortlisting process. The Ferrers School is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility, the school follows a rigorous selection process to discourage unsuitable applicants. This process is outlined below.

Disclosure: All applicants for employment are required to disclose any previous ‘unspent’ criminal convictions and any cautions which have not expired, or any pending prosecutions. In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) which requires you to disclose all spent convictions and cautions Except those which are ‘protected’ under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account. Guidance on the filtering of “protected” cautions and convictions which do not need to be disclosed by a job applicant can be found on the Disclosure and Barring Service website. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a “regulated position” under the Criminal Justice & Courts Services Act 2000. The school’s policy on the recruitment of ex-offenders is available on the school website. If you fail to disclose any relevant offences or give false information then it will disqualify any offer of employment, or result in summary dismissal if you are in post, with possible referral to the police. Confirmation of appointment is subject to a satisfactory Enhanced DBS Certificate.

Shortlisting: Only those candidates meeting the person specification criteria will be taken forward to interview. NB: CVs are not accepted.

Interview: Those shortlisted will take part in an in-depth interview process – candidates for teaching posts will be required to teach a lesson as part of the interview process. Candidates will be asked to address any discrepancies, anomalies, or gaps in their application form. We reserve the right not to take a candidate forward to formal interview if they are deemed unsuitable for the post.

Reference checking: References from the previous and current employer will be taken up for shortlisted candidates, and where necessary, employers may be contacted to gather further information.

Probation:

All non-teaching staff will be subject to a probation period of six months. The probation period is a trial period to enable the assessment of an employee’s suitability for the job for which they have been employed. It provides the School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students. The information collected on the application form will be used in compliance with Data Protection regulations. By supplying information, you are giving your consent, if



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PHYSICE

TEACHER OF SCIENCE

appointed, to the information being processed for all employment purposes as defined by statute. The information may be disclosed, as appropriate, to the governors, to Occupational Health, to the Teachers Pensions Agency, to the Department for Education, to pension, payroll and personnel providers and relevant statutory bodies. This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process.

When the recruitment process is completed, the application form will be stored securely for a maximum of six months then securely destroyed, unless you are employed as a result of this recruitment process, in which case this application form will be retained as part of your personnel record.