

The Ferrers School

Now Recruiting – Teacher of English & Key Stage Co- ordinator

Principal - Mrs Angela Smith

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

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Telephone: 01933 313411



The Ferrers
School

TEACHER OF ENGLISH & KEY STAGE
CO-ORDINATOR

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



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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.



Meridian
Trust



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.



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.



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The Role

MPS/UPS + TLR2.1 £3,214

The Ferrers School is seeking to appoint an enthusiastic teacher to join the leadership structure within the English Department.

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 will join our English department and work with the team to drive up standards, working alongside the Curriculum Leader and Deputy Curriculum Leader on a specific key stage to be decided based upon skillset and areas of expertise.

We are looking for an expert 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 English 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 English across the ability range at Key Stage 3 and Key Stage 4. Some Key Stage 5 teaching may be available depending on experience and specialism.

This is an ideal step into leadership at curriculum level and we would welcome applications from any teacher who is keen to immerse themselves in a hardworking, supportive, forward looking department.





The Department

All students in the school study English Language and English Literature at GCSE.

The Key Stage 3 curriculum is based on Key Stage 4 assessment objectives whilst considering previous Key Stage 2 knowledge. It is a fun and creative way of ensuring all students are ready for the challenges posed at GCSE. Whilst the skills are the same, staff are encouraged to actively seek appropriate texts to support their learners.

At KS4, all students study for the AQA Language and Literature examination boards. Year 9 sees us seeking to hone and refine GCSE skills before actively applying them to our chosen set texts throughout Years 10 and 11: Macbeth, A Christmas Carol and An Inspector Calls.

At KS5, students can then study English Literature or English Language and Literature. Both subjects are on the OCR examination board. The courses are currently offered through the East Northants Consortium (TENC) but in September 2023 we will be leaving TENC and opening our own sixth form; we are in the process of designing our own unique curriculum offer for post-16 as we speak!

Our vision is that English should be a creative and supportive environment where students and staff enjoy lessons. We expect students to work hard and participate, in line with our expectations in The Ferrers Framework.

Staff in the department are welcoming and supportive; it is that sense of 'team' that we feel gives every student the best opportunity for success. The English staff currently consists of professionals at all stages of their careers, including: a vice principal, a professional tutor, a senior tutor and a lead practitioner.





Job Description

MPS/UPS + TLR2.1 (£3,214)

Job Title:	Teacher of English & KS Coordinator
JD Reference:	The Ferrers School
School/Academy:	The Ferrers School
Salary:	MPS/UPS + TLR 2.1
Responsible to:	Curriculum Leader for English

Role:	Class teacher with expert subject knowledge.
Purpose of job:	Deliver high quality teaching and pastoral support to all students.

To be an excellent classroom practitioner and committed to becoming an expert in the relevant subject specialism. In line with our model of vertical tutoring all teachers are required to be form tutors with the associated pastoral responsibilities.

In addition to the responsibilities listed below there is an expectation that those paid on Upper Pay Scale:

Will be expected to demonstrate that their level of competence and performance is:

- highly competent in all elements of the relevant professional standards; and
- achievements and contributions to the school are substantial and sustained.

Responsibilities and Accountabilities:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.



- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.



- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

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.

Person Specification – Teacher	Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment
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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/AS
5	Excellent subject knowledge.	✓		A/I/AS
Knowledge and Skills		Essential	Desirable	Assessment
6	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS



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/AS
11	Willingness to undergo further training and development.	✓		I
12	Excellent interpersonal and communication skills.	✓		I/RE/AS
13	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
14	Positive and enthusiastic approach towards work.	✓		I/AS
15	Professional approach when dealing with all issues, students and staff.	✓		I/AS
16	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
17	Commitment to continual improvement and challenging norms.	✓		A/I/AS
Child Protection		Essential	Desirable	Assessment
18	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
19	Flexibility of working hours	✓		A/I



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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 wellbeing 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. We are proud of our site which provides a spacious campus for our students in the week, as well as a popular sports facility for the local community with lettings at evenings and weekends. Our site boasts a state-of-the-art all-weather 3G pitch; an expressive arts area which was fully refurbished in 2020 to incorporate a second dance studio, recording studio, music technology suite, media suite and a film studio. We have a fantastic library, used by students and staff in lesson time and during lunch. We also have a purpose built sixth form centre which includes a coffee shop, computer suites and private study areas.

We are a growing school with approximately 950 students on roll including over 130 in the Sixth Form. We are the local school of choice. We've seen a 37% increase in first choice places for admissions into Year 7 and expect to be oversubscribed in the coming years. In September 22, we are excited to be opening a brand-new post-16 provision, coming away from a long and successful partnership with two other local schools as part of The East Northants Consortium. We have taken this step because we believe that we will be stronger as a stand alone sixth form, working within the supportive post-16 community of the Meridian Trust.

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. The town itself has a long and interesting history; it was one of the first 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. The ruins of a school founded in the 15th century and the site of a castle can also be found in the town.

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 School, in addition to students from the Rushden primary schools. Several students also transition to The Ferrers School 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 facilities on our doorstep in the form of the food and retail complex 'Rushden Lakes', providing ample options for shopping, socialising and relaxing.



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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 8.00am Monday 29th January

Interview date is Thursday 1st February

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



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‘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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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.





Teaching and Learning Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS CHALLENGE

- ... are confident to work independently
- ... are eager to learn in different environments and scenarios
- ... persevere when learning becomes difficult and always strive to better themselves



STUDENTS COMMUNICATION

- ... are confident to ask for support from both their teachers and peers
- ... know how to think about and respond to feedback
- ... are confident to share and evaluate new learning



STUDENTS EXPECTATION

- ... demonstrate their understanding of expectations through their attitude to learning (Pride and Independence)
- ... engage and add value to their learning environments
- ... use positive language with staff and peers and are role models to one another



STUDENTS INDEPENDENCE

- ... strive to be resilient and are proactive in seeking support from their teacher or peers
- ... commit to becoming independent learners by acting on the instruction and demonstration provided
- ... reflect thoroughly on their independent study, highlighting and celebrating their successes whilst also outlining areas for further development



STUDENTS PRIDE

- ... are committed to giving their very best and presenting their work to the best of their ability
- ... take responsibility for reviewing their progress and sharing their knowledge
- ... support the creation and maintenance of vibrant and inspiring learning spaces



STAFF CHALLENGE

- ... plan and provide work that is demanding for all students
- ... deliver lessons that meet the needs of all students
- ... provide students with independent learning opportunities that reinforce and develop



STAFF COMMUNICATION

- ... provide feedback to students that clearly outlines successes (WWW) and areas to improve (TIP)
- ... question a range of students skillfully when checking for understanding
- ... plan recall and retention activities into learning so that students can reflect on their progress over time



STAFF EXPECTATION

- ... set and maintain high expectations for learning
- ... create a positive learning environment underpinned by praise
- ... use positive language with students and are role model at all times



STAFF INDEPENDENCE

- ... support students in being resilient and reward students for their ongoing commitment to their learning
- ... enable students to be independent learners by providing clear and concise instruction and demonstration
- ... ensure students can reflect thoroughly on their independent study, highlighting and celebrating their successes whilst also outlining areas for further development



STAFF PRIDE

- ... actively celebrate students' progress, both in and beyond the classroom
- ... ensure that all students take personal responsibility for their work
- ... create and maintain vibrant learning spaces that engage and inspire students



The Ferrers School

#DrivingExcellenceTogether