The Ferrers School

Now Recruiting
Teacher of Mathmatics

Principal - Mrs Angela Smith
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THE FERRERS SCHOOL
TEACHER OF MATHMATICS

Welcome to The Ferrers School



I feel both proud and very privileged to be the Head Teacher at The Ferrers School and have been in role since September 2017. I am keen to appoint subject specialists who are passionate and demonstrate true excitement for their subject specialism that will challenge, inspire and motivate our learners.

The Ferrers School is part of the successful and expanding Cambridge Meridian Academies Trust, a group of primary and secondary schools located between Stamford and Cambridge along the A1 - A14 corridor. All the schools are growing and there is a need to develop capacity, expertise and excellence in our staff body.

The Ferrers School offers opportunities to become part of a team of staff who are making a real difference to the students they teach. CMAT, which was ranked 5th across all Multi Academy Trusts nationally in 2017 in terms of student progress, is a success story that continues to grow.

CMAT is also driven by our ability to adapt to the changing educational landscape led by determined staff who bring our academies 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 as a whole, 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

You will be:

- able to build effective working relationships with students and staff
- able to provide stimulating and engaging experiences for our students, challenging them to achieve beyond their expectations and supporting them to become lifelong learners
- able to work in partnership with students, parents, staff, Academy Council members and the wider community.

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We are seeking staff who are not only openly positive, energetic, enthusiastic and deeply committed to supporting our rapid improvement drive, but those who are also prepared to go that extra mile to contribute to our whole school improvement.

The Ferrers School is a school in which diversity is celebrated through an inclusive culture in which every student can thrive from feeling respected and valued for the positive contributions they make.

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. This post will be subject to an enhanced DBS disclosure and reference and medical checks.

If you are interested in applying for the post, I would strongly recommend a visit. Please return the application form with a covering letter clearly stating why you want to be part of the team.

Mrs Angela Smith, Principal

‘Aspire, Achieve, Acclaim’

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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 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 an enthusiastic teacher to join the Mathematics Department

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

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 Mathematics 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 Mathematics across the ability range at KS3 and KS4. Incorporating the use of investigational and practical work as well as ICT. Some KS5 teaching may be available depending on experience.

We would welcome applications from any teacher who is keen to immerse themselves in a hardworking, supportive, forward looking department at a time when Mathematical education, both in this school and nationally, is undergoing exciting changes.

We welcome applications from NQTs and we run a highly supportive and successful NQT 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. would also welcome interest from unqualified candidates who would be interested in the opportunity of training with us.

The Department

The successful candidate will join a team of seven full-time Mathematicians. There is a wealth of experience within the department. The department is housed in a purpose-built suite of rooms based around a central resource area. Every Maths classroom is fitted with interactive whiteboard technology.

The review and development of Mathematics teaching is an ongoing process and will continue into the foreseeable future. This will provide new team members with exciting opportunities for involvement in curriculum design and development.

In Years 7 and 8, students follow a project based scheme of work. Students in Year 8 and above are set according to their Mathematical ability. Key Stage 4 students are entered for EDEXCEL GCSE examination.

Staff working in the team are expected to take responsibilities to help maintain and develop areas within the Mathematics curriculum. Examples of responsibilities held by MPS Mathematics teachers are:

- KS2 liaison;
- KS5 liaison;
- The provision for very able students;
- SEN liaison;
- Extra-curricular activities;
- Target setting and self-assessment



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Job Description

MPS/UPS

General Responsibilities

- To teach IT 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 Head Teacher.

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TEACHER OF MATHMATICS

Person Specification

Qualifications	Essential	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 Maths teaching	x	Application form / interview
Knowledge and understanding of the National Curriculum requirements in IT	x	Application form / interview
Awareness of current developments in Maths	x	Application form / interview
Experience of teaching Maths at Key Stage 3 and 4	x	Application form
Experience of teaching Maths 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

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A Great Place to Work

We care passionately about our staff, their well-being and their 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 want to see their staff progress and flourish in their career
- an active teaching and learning research and development group
- very supportive parents and a high standing in the community
- 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. Our Applied Learning Centre was opened in 2010 for the teaching of Creative and Media subjects. A new all-weather 3G sports surface was completed in 2015. In September 2017 there were just over 1,000 students on the roll including over 150 in the Sixth Form.

At Post-16 level we work in partnership with neighbouring secondary schools - Huxlow and Rushden - within the context of the East Northamptonshire Sixth Form Consortium (TENC). In a competitive local context, The Ferrers is regularly over-subscribed. Our standard admission number is 180 in each year group.

Higham Ferrers, is a small town of 5,500, 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, with almost all students in Higham Ferrers Junior School and Henry Chichele transferring to The Ferrers, in addition to large numbers from the Rushden primary schools. A number of 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 also 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 Application

Applicants should download the application form and send the completed form along with a covering letter of application to Alison Davies, PA to the Principal at mail@theferrers.org or to The Ferrers School, Queensway, Higham Ferrers, Northamptonshire, NN10 8LF.

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 Friday 3rd April 2020

Interview date to be confirmed

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



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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 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.