

# The Ferrers School

Now Recruiting – Teacher of  
Dance, Maternity Cover

**Principal - Mrs Angela Smith**

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

Email: [mail@theferrers.org](mailto:mail@theferrers.org)

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## 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 Cambridge Meridian Academies 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 in the Sharnbrook Academy Federation and as a school we look forward to playing a key role in the development of CMAT's free school due to open in Weldon, Corby in 2022 or 3.

The Ferrers, like CMAT, 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



## 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 Ferrers  
School

TEACHER OF DANCE – MATERNITY  
COVER



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‘Aspire, Achieve, Acclaim’



## The Role

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The Ferrers School is seeking to appoint a well-qualified and enthusiastic individual to join the Expressive Arts Department on a Maternity Cover basis



We are looking for a talented and innovative teacher to join a dedicated team of teachers in specialist accommodation, which incorporates the subjects of Dance, Drama, Media and Music. The ability to teach Dance to Key Stage 3 & 4 is essential, and to KS5 is highly desired.

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 Dance 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 Dance across the ability range at Key Stage 4 and 5. Experience of teaching A-Level dance would be a distinct advantage.

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

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.



## The Department

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The department comprises of 6 specialist teachers, each arts discipline has a specialist teacher and many of the staff can offer a second subject within the arts. Expressive Arts lessons are taught in specialist arts spaces comprising of two Dance Studios, a Drama Studio, Music Technology suite Media Production Suite and a Photography Studio. The department is well equipped to support teaching and learning across all of the disciplines.



We run a 2 year Key Stage 3 curriculum which is based on Key Stage 4 assessment objectives, ensuring students are preparing for the skills needed to excel during Key Stage 4. In year 7 and 8 students receive a weekly lesson of Dance, Drama and Music. During Year 8 students choose their KS4 preferences.

At Key Stage 4 we currently teach BTEC Dance, BTEC Media, GCSE Drama and Rockschool Music Performance and Technology.

Provision to study Dance, Drama, Media and Music at Key Stage 5 is available through The East Northants College (TENC).

The Expressive Arts team is both creative and supportive and is currently on its Artsmark journey from Silver to Gold/Platinum accreditation. Students thrive due to the positive experiences they encounter in the department. The department has high expectations which result in enjoyable lessons for students and staff alike and an understanding of the importance of the Arts and the skills they promote in everyday life. The department has a rich extracurricular programme with events happening termly throughout the year.

The department are keen that students develop culturally and we have a history of various trips and visits that support the Expressive Arts curriculum as well as playing an active role within the local and wider community. We are keen that these continue and grow in the future



## Job Description

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MPS/UPS

### General Responsibilities

- To teach Dance at a variety of Key stages, 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 take part/lead in extra-curricular clubs, activities and shows
- To undertake any other reasonable duties as directed by the Principal.





## 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
<b>Commitment to Safeguarding</b>		
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
<b>Teaching and Learning</b>		
Proven track record of outstanding teaching	x	Application form / interview
Knowledge and understanding of the National Curriculum requirements in Dance	x	Application form / interview
Awareness of current developments in Dance	x	Application form / interview
Experience of teaching Dance at Key Stage 3 and 4	x	Application form
Experience of teaching Dance at Key Stage 5		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
<b>Interpersonal Skills</b>		
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
<b>Personal Qualities / Skills</b>		
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 want to see staff progress and flourish in their career;
- an active teaching and learning research and development group;
- 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

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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.



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## The Application

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

Closing date for applications is Monday 7th February at 9.00am

Interview date: Thursday 10<sup>th</sup> February 2022

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



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## Safeguarding

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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.