

The Ferrers School

Now Recruiting Curriculum Leader for Science

Head Teacher - Mrs Angela Smith

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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.

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.



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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, Head Teacher

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 students are our biggest asset and we are very proud of their many achievements and successes.



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The Role

The Ferrers School is seeking to appoint a well-qualified and enthusiastic individual to lead the Science Department

We are looking for a talented and innovative leader to lead a dedicated team of teachers in specialist accommodation. An ability to teach across all of the disciplines within the Science curriculum is desirable.

The successful candidate will take responsibility for the leadership, organisation, development, monitoring and evaluation of all aspects of the Curriculum area's work. We are looking for an outstanding practitioner and leader who will be able to make a real contribution to our school. We are striving for the very best for our students and we are focussed on and passionate about learning.

The successful candidate will be a highly committed team player, with a passion for Science and an understanding of the strategies required to motivate and inspire students to want to study the sciences. We are looking for someone who understands the value of high quality assessment and uses this to drive planning and progress.



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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 Deputy Curriculum Leader 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 a computer projector installed with 6 having an interactive whiteboard.

In Year 7, students are taught in mixed ability groups, with ability setting introduced in Year 8. Sets are reviewed every year. At Key Stage 3 we teaching our own schemes of work to Year 7 and this follows through into Year 8 and 9. Students will start the new GCSE in Year 9

Each group at GCSE has two teachers and all staff would be expected to teach across all disciplines of Science, with the support of other colleagues. We are looking at ways at how different topics could be taught by specialists. We offer Triple Science at GCSE which is generally chosen by the higher ability students and this is taught by specialists. At present we teach the AQA courses. A Levels are taught across the consortium with two other schools, but as Ferrers has the largest number of students, nearly all of the lessons are taught at this school.

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.



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All staff have a laptop and NQTs will 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, NQTs and Higher Level Teaching Assistants.

I hope that this gives some idea of the faculty, but if you wish to know more please do not hesitate to get in touch with me at the school. My e mail address is: mike.ellis@theferrers.northants.sch.uk . I look forward to receiving your application at what is a crucial time for the teaching of Science.

Mike Ellis, Curriculum Leader – Science

Job Description

MPS / UPS + TLR1b (£10,268)

Responsible to: Assistant Head Teacher

Job purpose: To lead the curriculum team in providing high standards of teaching and promote a positive learning environment across the whole Team.

Responsible for: *The academic achievement and wider experiences of students within the curriculum subjects that make up the department / department.*

Main Duties and Responsibilities:

The duties and responsibilities outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Head Teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

- Establish clear expectations of student achievement and progress, through effective target setting and monitoring against national benchmark data.
- Help to build, communicate and implement a shared vision within the team.
- By personal example and practice, establish clear expectations and standards for both staff and students in line with the team's and Academy's policies
- Establish a positive and vibrant team identity, focused upon high expectations and positive attitudes.
- Lead department meetings, assemblies and contribute to Parent Forums as required
- Lead the performance management of staff within the team, in relation to their role as a subject teacher and tutor; liaising with the senior tutor.



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- Assist with the development of academy policies, practices and protocols to ensure consistency within and between teams across the academy.
- Ensure that the team's physical environment promotes high expectations and celebrates learning and achievement.
- Make a positive contribution to the development of cross trust strategies that impact on teaching, learning, achievement, staff development and student welfare.
- Contribute to the operational leadership of the academy, working alongside members of the senior leadership team.
- Report to members of the Academy Council as required, Achievement Champion.

Staff management:

- Encourage, facilitate and focus the team's attention upon developing and maintaining a high standard of teaching and learning.
- Establish clear and positive expectations and routines of teachers within the team.
- Monitor and evaluate the practice across the team to celebrate good practice and ensure consistency.
- Keep the team informed of curriculum and pedagogical developments, at a local and national level.
- Support the professional development of staff within the team, through performance management, professional development, coaching, sharing good practice.
- Ensure that the team has ownership and understanding of whole school and specific team policies.
- Support teachers in matters of discipline and the maintenance of standards.
- Monitor all information from teachers and check that action is taken where necessary, which may include liaison with the Special Educational Needs, Disability and Vulnerable (SENDV) team, parents or relevant external agencies.
- Manage a positive annual cycle of self-improvement in line with whole school policy: self-evaluation, team development planning, performance management, monitoring and evaluation
- Ensure that individual teachers are aware of data relating to the progress of their students and how this is utilised to support high aspiration and achievement.
- Day to day management of staff within the team and act as a positive role model
- Support the work of the Senior Tutor within the department area.

Student progress:

- Ensure that students are appropriately taught and prepared for external exams across all key stages
- Ensure appropriate transition activities are implemented to maintain student pace of learning at points of transition



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- Ensure effective liaison with SENDV to support student “catch up”, intervention and help the removal of barriers to learning and progress
- Monitor and evaluate the progress of students within the subject(s) against their potential using national benchmark data.
- Support teachers to ensure they have access to monitoring data affecting students’ progress e.g. attendance, punctuality, behaviour, achievement
- Coordinate, promote and celebrate activities / events that encourage and recognise achievement.
- Ensure that the agreed code of discipline is clear to both teachers and students and that it is fairly and consistently applied.
- Provide students with opportunities to feedback on developments and progress.
- Develop leadership and mentoring among students within the team, with the support of the Senior Tutor
- Work closely with the Student Premium Champion to ensure best value support for identified students.

Communication with Parents

- Establish effective, high quality communication between the tutors and parents.
- Ensure that parents are informed of issues affecting the progress of their child.
- Support, monitor and encourage communication with parents to promote engagement in their child’s education.
- Oversee and quality assure the reporting of progress to parents across the department.
- Support the “catch-up” of students who may have extended periods of absence

Oversee administrative arrangements affecting student progress

- Reporting and formal parent consultation
- Attendance and punctuality, with the support of the Senior Tutor
- Achievement data and completion by set deadlines
- Behaviour and rewards
- Team assemblies and achievement events
- Team events and activities
- Reporting and recording incidents
- Reporting curriculum achievement to students and parents via social media, website and the termly newsletter.
- Transition of new students



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Curriculum leadership

- In liaison with staff, ensure that an appropriate curriculum is delivered by the department for all students.
- Ensure that there is efficient and effective use of resources across the whole team.
- Advise on the timetable needs of the department including accommodation, groupings of students and deployment of teachers
- Ensure that there are consistent routines, expectations and policies across the different subjects within the department.

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.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the school's financial regulations. This will involve completing monthly monitoring reports and where necessary liaison with the Finance Team.

The Academy 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 and Barring Service



Person Specification

Criteria	Essential / Desirable
Qualifications	
Relevant Degree	E
Teaching Qualification	E
Post graduate certification / further academic qualification	D
Evidence of regular, relevant and recent professional development at appropriate level	E
Experience	
Substantial teaching experience with a track record of high student achievement across all key stages	E
Experience of leading change in secondary schools	D
Abilities, skills and knowledge	
A strategic and innovative thinker, with a vision for the Curriculum Team, and the ability to take a strategic view and work with others to deliver improvement	E
Ability to work with clear and measurable objectives to provide year on year improvement	E
Ability to inspire high levels of student performance	E
Demonstrate proven leadership qualities, with the ability to gain the confidence and respect of staff and motivate them to achieve highly	E
Ability to work within tight financial budgets	E
High standards of communication and interpersonal skills, with the ability to build strong relationships with students, parents, staff, governors and the wider community	E
Strong analytical skills, with a good knowledge of ICT systems to enable its use in department performance analysis.	E
Ability to develop the use of ICT within Teaching and Learning	D
Professional knowledge and understanding	
In depth knowledge of relevant curriculum area(s) and experience of monitoring and assessment methods	E
Experience of developing whole school projects, working or events	D
Personal Qualities	
Ability to motivate and work co-operatively with colleagues of other disciplines as a key Curriculum Leader	E
Enthusiasm, energy and a positive approach toward leading students and staff	E
A clear commitment to the principles of continuous professional development for staff as a means of raising achievement	D
The ability to work to deadlines and under pressure	E



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The ability to give and receive feedback and act to improve own performance	E
Committed, reliable with high standards of professionalism	E
Excellent attendance and punctuality record	E
Aspiration to pursue a role in Senior Leadership	E
Commitment to form and maintain appropriate relationships with young people	E





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 College (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 college 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



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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 Head Teacher 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 Friday 22nd March at 9.00am

Interviews will be held on Wednesday 27th March 2019

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.



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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.