

The Ferrers School

Now Recruiting Deputy Curriculum Leader for English

Head Teacher - Mrs Angela Smith

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THE FERRERS SCHOOL DEPUTY CURRICULUM LEADER FOR ENGLISH

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.

It is true to say that the school has experienced fluctuating exam success in recent years culminating in an especially turbulent year in 2017. Please do not let this put you off, there is a clearly defined agenda for improvement and we are committed to increasing rates of student progress and raising levels of attainment at Key Stage 4.

Results were improved in 2017-2018, but further work is required to ensure all learners make progress that meets or exceeds national expectations. To achieve this, 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, 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 celebrate 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.



The Role

The Ferrers School is seeking to appoint a well-qualified and enthusiastic leader to join the English Department.

This is a fantastic opportunity for an enthusiastic, inspirational and highly motivated professional to play a key part in the leadership of one of our core subjects. The successful candidate would join our English Department and work alongside our Curriculum Leader of English to drive up standards in English Language and English Literature as Deputy Curriculum Leader of English.

This is an exciting opportunity for an outstanding and experienced English Teacher with three or more years' experience as a successful classroom practitioner who wishes to develop their career and take on aspects of departmental leadership responsibilities. As the Deputy Curriculum Leader, you will support the Curriculum Leader for English in leading and developing the department to ensure teaching is inspiring and differentiated to meet the needs of all learners.

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 play a key role in ensuring the team are being challenged to develop professionally, through effective guidance and robust monitoring and evaluation processes.

The successful candidate will be a highly committed team player, with a true passion for English and 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 on the latest resources and teaching methods in delivering English across the ability range at KS3 and KS4. Some KS5 teaching may be available depending on experience.



The Department

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

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. This is a two year course, that develops confident learners.

At KS5, students can then study English Language or English Language and Literature. Currently, both subjects are on the OCR examination board. The courses are offered through the East Northants Consortium (TENC).



Our vision is that English should be a creative and supportive environment where students and staff are enjoying lessons. Where there are obvious high expectations, that culminate in a buzz across the school, including a love of reading.

Staff are welcoming and supportive and work well together as a team to give every student the best opportunity for success. The staff currently consist of professionals at all stages of their careers, including: a NQT, pastoral leader, training school manager.



Job Description

MPS / UPS + TLR2b (£4,532)

LEADERSHIP AND MANAGEMENT

- To support the Curriculum Leader with the organisation, development, monitoring and evaluation of all aspects of the curriculum area's work.
- To support the preparation of the annual curriculum area development plan in consultation with team members and the Leadership Team.
- Supporting the Curriculum Leader, the Head Teacher and Leadership Team in the development and implementation of all school policies.

CURRICULUM AND ASSESSMENT

- Ensuring that all students receive a high quality programme of English education which is appropriate to their needs, in line with the school's agreed curriculum principles, and, where appropriate, meets the requirements of the National Curriculum for the quality of teaching and learning within English.
- Ensuring that the curriculum area's work continues to be informed by national developments relating to good practice in all aspects of English education.
- Ensuring that all students' progress is assessed, recorded and reported on in line with whole school policy.
- Ensuring that students are prepared and entered for appropriate examinations at the end of Key Stage 3, GCSE and A level.
- Ensuring that appropriate work is provided for supply/cover teachers.
- Ensuring that the curriculum area makes an important contribution to aspects of whole curriculum review and development.

PERSONNEL

- Support the Curriculum Leader to encourage effective curriculum area team work through the organisation of regular meetings and the provision of advice and support.
- Support the Curriculum Leader to oversee the work of any student teachers and NQTs within the curriculum area.
- Support the Curriculum Leader to identify and provide for staff training needs in line with the curriculum area's development plan.



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EXTRA-CURRICULAR ACTIVITIES

- Maximising students' enthusiasm for learning through the introduction, promotion and development of extra-curricular activities which accommodate all levels of ability.
- Support the Curriculum Leader to develop strong links with parents and the local community through, for example, activities with link primary schools.

SITE MANAGEMENT

- Ensuring that the curriculum area provides an attractive and stimulating learning environment by maintaining its good standard of accommodation, equipment and display.
- Ensuring that displays are varied and regularly updated or changed.
- Ensuring that staff and students respect and care for the area by promoting a caring ethos and implementing appropriate strategies for resource/area management.
- Liaising with the Site Manager to ensure that facilities and equipment are properly maintained.

PASTORAL RESPONSIBILITIES

- Ensuring that a caring and well-disciplined learning and social environment is maintained within the English area.
- Being responsible for the oversight of all students involved academically in the curriculum area.
- Ensuring that the curriculum area uses the system of rewards and sanctions outlined in the school behaviour policy effectively.
- As a tutor, liaising with pastoral team leaders with regard to issues of student welfare and behaviour, and providing specific support to a designated year group.
- As a tutor, supporting and monitoring the social and academic development of the tutor group and contributing to the development of the tutorial/Learning For Life programme. This will involve delivery of the weekly tutorial/Learning For Life programme.
- Attending and assisting with the organisation of appropriate parents' evenings, open evenings and transition evenings.

OTHER RESPONSIBILITIES

- Attending meetings as directed.
- Carrying out any other duties reasonably required by the Head Teacher



Person Specification

Qualifications

- Qualified Teacher Status / Degree relevant to the subject
- High standard of literacy

Commitment to Safeguarding

- Motivation to work with children and young people
- Commitment to, and belief in, the equal value of all students
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Ability to raise the self-esteem and expectations of children and young people
- Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline

Teaching and Learning

- Proven excellence as a classroom teacher
- Ability to provide effective leadership, with vision and a strong commitment to school improvement
- Positive and high regard for young people and the learning process
- Capacity to motivate colleagues and work well within a team
- Good presentation skills
- A proven record of involvement in whole school issues
- A curriculum thinker with an up to date knowledge of curriculum development
- Proven record of raising student attainment and outcomes
- 3 years or more experience as an English teacher
- Evidence of securing excellent progress and attainment for all groups of learners



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- Experience of a range of strategies to implement curriculum change
- Experience of a range of strategies to support raising attainment

Interpersonal Skills

- High order interpersonal and communication skills and ability to relate to a wide cross section of people
- Willingness to contribute to extra-curricular activities
- Ability to work as part of a team

Personal Qualities / Skills

- Energy, enthusiasm, flexibility and willingness to respond positively to new challenges
- Ability to work under pressure and prioritise effectively
- Evidence of commitment to your own professional development
- A sense of humour and a positive outlook





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





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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 college founded in the 15th century and the site of a castle.



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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 a 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

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 Monday 12th November 2018 at 9.00am

Interviews will be held week commencing Monday 12th November 2018

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





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.



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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.

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