

# The Ferrers School

## Now Recruiting – Assistant Principal – Achievement & Curriculum

Principal - Mrs Angela Smith

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

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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!

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

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**



## The Role

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We are seeking to appoint to the role of Assistant Principal, a purposeful, forward thinking leader who is caring, collaborative and good-humoured. The successful candidate will have a proven track-record of raising standards and be able to demonstrate the impact of their current leadership role on school improvement.

We are looking for an enthusiastic individual who has a genuine commitment to continual improvement and who understands the role that the curriculum has on the achievement of students of all abilities. Teamwork and communication are critical to the role: working closely with SLT; leading middle leaders, teaching and support staff on areas of focus; working with parents, outside agencies and the community. Experience of leading a STEM subject would be advantageous.

As a teacher, we expect our Senior Leaders to be ambassadors for their subject and model excellent lessons that challenge, inspire and motivate our learners to be the very best they can be. Senior Leaders work collaboratively, not only within The Ferrers School, but across our Trust and The East Northamptonshire College, the name of our 6<sup>th</sup> Form collaboration.

At this pivotal point, we are seeking a leader who is not only openly positive, energetic and deeply committed to supporting our improvement drive, but someone who is prepared to go that extra mile to contribute to our continued whole school improvement. Training and support will be provided to the right candidate to strengthen their skillset.

This is an exciting time to join the school. We have secured positive outcomes in lockdown and results have improved, which has been echoed in our recent OFSTED inspection. We continue on our journey to excellence, and we confidently anticipate a positive regrading imminently.

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.



## 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.



## Job Description

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Leadership scale L11 - 15

### General Responsibilities

- To provide professional leadership and management of identified strategic areas
- To understand and be fully committed to the duties and responsibilities in relation to child protection and safeguarding young people.

### Senior Leadership Team General Responsibilities

To contribute to general senior leadership responsibilities by:

- Supporting and securing the commitment of others to the vision, ethos and policies of the school and promoting high levels of progress, ensuring ambitious standards for all students, overcoming disadvantage and advancing equality so that we are all the best that we can be;
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes;
- Initiating and managing effective change and improvement, in order to develop the school and its staff;
- Taking part in the self-evaluation processes of the School, including lesson observation, learning walks, book sampling and data analysis and to act upon findings in the most effective manner;
- Contributing to the maintenance of the Self-Evaluation Form (SEF) and School Improvement Plan (SIP);
- Exercising accurate financial planning and management of budgets, to ensure the most effective deployment of resources, in the best interests of students' achievements and the school's sustainability;
- Enthusiastically engaging with professional learning opportunities to promote your own professional effectiveness;
- Accountable for the line management of one of the Academy Houses and the faculties associated with it.
- Acting in a supportive capacity to colleagues, being available for advice, guidance and support;
- Carrying out operational duties commensurate with being a member of the senior leadership team, including contributing to the assembly rota, duty rota, internal exclusion room rota, detention rota and managing other day-to-day issues, such as student behaviour and contact from our parents/carers and other members of the local community;
- Attending school events such as Open Evening, Parents' Evenings, music concerts, Year 11 Prom and other events (some of which are on a rota basis, shared with other members of SLT);
- Attending GCSE and A Level results days (on a rota basis, shared with other members of SLT);
- Attending Academy Council meetings when required;
- Being responsible for the maintenance of relevant policy and procedural documents;
- Undertaking any additional duties as required by the Head Teacher.



### **Specific Leadership Responsibilities**

Whole School Achievement

Curriculum

Supporting the development of STEM

### **Classroom Teacher**

To fulfil and maintain the Teaching Standards by:

- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating excellent 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.





## Person Specification

Qualifications	Essential / Desirable	Method of Assessment
Qualified Teacher Status	Essential	Application Form
Good Honours Graduate	Essential	Application Form / Verified at interview
Masters Degree or equivalent	<i>Desirable</i>	Application Form / Verified at interview
A commitment to professional development	Essential	Application Form / Interview
Completion of further study in preparation for leadership (for example NPQML, NPQSL)	<i>Desirable</i>	Application Form / Verified at interview
Commitment to Safeguarding	Essential / Desirable	Method of Assessment
Motivation to work with children and young people	Essential	Application Form / Interview
Commitment to, and belief in, the equal value of all students	Essential	Application Form / Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Essential	Application Form / Reference / Interview
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	Essential	Application Form / Interview
Teaching and Learning	Essential / Desirable	Method of Assessment
Proven track record of outstanding teaching and outstanding progress / results	Essential	Application Form / Reference / Interview
Ability to raise self-esteem and expectation of children and young people	Essential	Application Form / Interview
Proven track record of raising academic standards against targets and national benchmarks	Essential	Application Form / Interview
Leadership Experience	Essential / Desirable	Method of Assessment
Proven track record of successful leadership at middle leader level for at least two years	Essential	Application Form / Interview
Experience of undertaking effective self-evaluation strategies, including data analysis, lesson observation, scrutiny of students' work and stakeholder consultation	Essential	Application Form / Interview



Experience of contributing to the formulation of and monitoring of a School Development Plan and SEF	Essential	Application Form / Interview
Experience of leading whole school projects / Initiatives	Essential	Application Form / Interview
Proven track record of improving teacher performance through performance management, classroom observation, coaching and training	Essential	Application Form / Interview
<b>Leadership and Interpersonal Skills</b>	<b>Essential / Desirable</b>	<b>Method of Assessment</b>
Ability to lead, provide vision and engender respect from colleagues	Essential	Application Form / Interview
Outstanding interpersonal skills with the ability to communicate and relate well to all stakeholders	Essential	Interview
A presence that inspires, motivates and challenges others to be the best they can be	Essential	Interview
Reliable, reflective and self-critical	Essential	Application Form / Interview
Creativity, energy and enthusiasm	Essential	Application Form / Interview
Evidence of working effectively under pressure and showing resilience	Essential	Application Form / Interview
Outstanding problem-solving skills and adaptability to change and new ideas	Essential	Application Form / Interview
Outstanding ICT skills	Essential	Letter / Interview
High level of oral and written communication skills	Essential	Application Form / Interview
Outstanding time management and organisational skills	Essential	Application Form / Interview
A team player	Essential	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

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.



## The Application

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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:

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 Tuesday 18th May at 9.00am

Interview date: Thursday 20<sup>th</sup> & Friday 21st May 2021

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



**The Ferrers  
School**

**‘Aspire, Achieve, Acclaim’**



## 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.