

The Ferrers School

Now Recruiting – Behaviour Support Manager

Principal - Mrs Angela Smith

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

Email: mail@theferrers.org

Telephone: 01933 313411



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 Meridian 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 at Sharnbrook Academy and as a school we look forward to playing a key role in the development of Meridian Trust's free school due to open in Weldon, Corby in 2023.

The Ferrers, like the Meridian Trust, 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



Welcome from our CEO, Mark Woods

Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.
- We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to our common values, practices, curriculum approaches and operational systems.



Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 28 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 14 primary schools, 12 secondary schools and 2 special schools. We are also currently developing 3 free school projects within our region.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.





A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our

steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 28 academies (including 14 primary, 2 special and 12 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. As a lead partner in the Cambridge and Peterborough Teaching School Hub and an ITT provider through the Cambridge Partnership we retain a strong commitment to growing and supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. No trust academy has ever undergone an OFSTED inspection resulting in anything other than an improved outcome. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.





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 Role

The successful candidate will be an experienced, enthusiastic and highly motivated Behaviour Manager who will make a substantial contribution to the further development of this 'good' school in the new academic year.

You will have the qualities to motivate and inspire our students and your colleagues, as we seek to always bring out the best in those within our school community.

You will lead the Behaviour Team and support the work of the Leadership Team by ensuring the implementation of an efficient and effective behaviour system, providing strategic and operational support, as well as analysis of data and regular reports, working closely with the Principal and Assistant Principal for Behaviour, Culture & Ethos.

Having a clear vision for behaviour throughout the school, you will model exemplary practice in managing student behaviour for staff and the student population, and you will maintain positive and professional relationships with our parents and stakeholders.

You will have involvement with supporting a positive behaviour and attitude to learning across all year groups, liaising with teachers and offering support and guidance, where necessary, and you will have responsibilities in key areas of our behaviour policy.

We are looking for an enthusiastic and resilient colleague with passion and drive to join our newly re-energised Team and wider pastoral staff at this successful, oversubscribed comprehensive school. Our provision will provide an opportunity for students to reflect upon their behaviour, address any barriers to learning, reduce the risk of exclusion, raise aspirations, and foster successful student outcomes. It thus provides an exciting opportunity to make a demonstrable impact on the lives of some of our most vulnerable students.

Join a school which is part of a successful Academy Trust, where we place the needs of students first and where we pride ourselves on the high quality of education, enrichment and care provided to all and is committed to the wellbeing of students and staff.





Job Description

Job Title:	Behaviour Support Manager
JD Reference:	Meridian Trust 053
School/Academy:	The Ferrers School
Weeks:	39 weeks
Hours of work:	37 hours
Salary:	Grade 7, points 12 - 19 (actual salary £21,104 - £23,995)
Responsible to:	Assistant Principal

Role:	To support the positive behaviour of all students across the school. Work to enable all students to achieve their full potential.
Purpose of job:	Manage the behaviour spaces and detention systems within school to support student learning.

Responsibilities and Accountabilities:

- Handle the management of all behaviour-based spaces providing both pastoral and academic support
- To maintain high expectations of students' attitudes to learning and behaviour in behaviour spaces at all times
- To ensure the smooth running of behaviour spaces by implementing consistent procedures, practices and timetables under the direction of SLT
- To ensure that behaviour spaces are well resourced through the collation of a bank of current learning resources for students in all key stages
- Coordinate the On-Call system and ensure records are kept and analysed half termly
- Coordinate the investigation of behaviour incidents, liaising closely with House teams and ensuring all information is collated, recorded and passed on to House teams as soon as possible
- To work with Senior Tutors and SLT to investigate incidences that arise with students when asked
- Support the House and senior leadership teams to ensure the supervision and continued learning of the students timetabled in behaviour spaces
- Support the organisation, supervision, monitoring and escalation of whole school detentions at break time and after school as required
- Work with Attendance to identify students who are late to lessons from the previous day and then organise, supervise and escalate break time detentions as necessary
- To ensure that all aspects of paperwork, physical and electronic, have been recorded, completed and filed correctly.
- To organise restorative justice meetings to prevent future behaviours occurring.
- Contribute to pastoral intervention programmes.
- Communicate with parents, as required, under the direction of Senior Tutors and SLT



- Maintain and record all incidents of bullying and report half termly
- Monitor students at risk of exclusion
- Maintain up to date confidential records as needed in respect of Exclusions, Isolations and Detentions as required by the DFE and ensure working knowledge of legislation and best practice in these areas is continually renewed
- Monitor and ensure the correct use of CCTV in school
- Support the senior leadership team with arrangements for Alternative or Appropriate Educational Provision – i.e. work experience, site visits for H&S
- Liaise with local police and the local community as directed on behalf of the school with problems/issues that arise

Support for School/Academy/Place of work:

- Participate in staff events by arrangement
- Attend relevant and/or staff meetings as needed
- Contribute and take part in Trust events and activities where possible
- Develop and keep effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices, and procedures
- To complete student supervisory duties at breaks and lunchtimes in line with all support staff
- Accompany staff and students on visits, trips and out of school activities as needed
- The academy has a commitment to be inclusive in terms of ethnicity, gender, disability, social background, and academic ability and expects all staff to share this responsibility
- To share and actively promote the academy's commitment to promoting equal opportunities and tackling discrimination

Data security:

- Act following legal provisions regulating confidentiality and security of data and information under GDPR regulations

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- To work/run all equipment within Health and Safety and other legal regulations, including risk assessments
- Physically able to undertake manual work and to perform tasks set out in this job description
- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding



- 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
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties equal with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust 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 & Barring Service.

Updated: April 2022

Person Specification: Behaviour Support Manager	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background including GCSE or equivalent in English and Maths.	✓		A
2	Evidence of continuing personal and professional development.	✓		A
Experience		Essential	Desirable	Assessment
3	Previous experience of working with young people in an advisory capacity.	✓		A/I
4	Experience of working within the educational system.		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
5	Working knowledge of a range of software packages.	✓		A/I



6	Knowledge of the concept of confidentiality	✓		I
7	Awareness of child protection issues.	✓		I
Skills and abilities		Essential	Desirable	Assessment
8	High level of personal organisation skills.	✓		I
9	Able to deal with challenging situations in a calm and professional manner.	✓		I
10	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
11	High personal standards in terms of attendance, punctuality and organising workload.	✓		!
12	Willingness to undergo further training and development.	✓		I
13	Positive and enthusiastic approach towards work.	✓		I
14	Ability to act on own initiative.	✓		I
15	Professional approach when dealing with all issues and staff.	✓		I
16	Ability to work as part of a team effectively.	✓		I
Child Protection		Essential	Other	Essential
17	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
18	Flexibility of working hours	✓		A/I



Why Work for Us



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;
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support to staff;
- ample on-site car parking;
- Generous employer contributions to Local Government or Teacher Pension Scheme
- Free on-site parking
- Eyecare vouchers
- Cycle to work scheme
- Free tea and coffee making facilities



About Us

The Ferrers School is an 11-18 co-educational comprehensive which opened in 1980. We are proud of our site which provides a spacious campus for our students in the week, as well as a popular sports facility for the local community with lettings at evenings and weekends. Our site boasts a state-of-the-art all-weather 3G pitch; an expressive arts area which was fully refurbished in 2020 to incorporate a second dance studio, recording studio, music technology suite, media suite and a film studio. We have a fantastic library, used by students and staff in lesson time and during lunch. We also have a purpose built sixth form centre which includes a coffee shop, computer suites and private study areas.



We are a growing school with approximately 950 students on roll including over 130 in the Sixth Form. We are the local school of choice. We've seen a 37% increase in first choice places for admissions into Year 7 and expect to be oversubscribed in the coming years. In September 22, we are excited to be opening a brand-new post-16 provision, coming away from a long and successful partnership with two other local schools as part of The East Northants Consortium. We have taken this step because we believe that we will be stronger as a stand alone sixth form, working within the supportive post-16 community of the Meridian Trust.

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. The town itself has a long and interesting history; it was one of the first 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. The ruins of a school founded in the 15th century and the site of a castle can also be found in the town.

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 School, in addition to students from the Rushden primary schools. Several students also transition to The Ferrers School 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 facilities on our doorstep in the



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form of the food and retail complex 'Rushden Lakes', providing ample options for shopping, socialising and relaxing.

How to Apply

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

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 Thursday 12th October at 8.00am

Interview date: Tuesday 17th October

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



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'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.

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



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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.