

The Ferrers School

Now Recruiting – Librarian / Learning Resource Manager

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! 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 in the Sharnbrook Academy Federation 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 2022 or 3.

The Ferrers, like 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.



Job Description

Reports to:	Learning Resource Manager / Librarian
Grade:	Meridian Trust Grade 7, points 12 - 19 (FTE £27,711 - £31,067)
Hours:	23 hours per week, 39 weeks per year (term time + 1 week) Monday to Friday, 10.55am – 4.05pm (including a 45 unpaid lunch break)

Role

To provide an effective Library and Learning Resource service to the school

Responsibilities and Accountabilities:

- Develop the provision of library service for students and staff including the financial management of the resources budget to provide an effective resource and information service
- Responsibility for the acquisition and control of library materials and the development of the library as a learning resource centre
- Lead in promoting the development and importance of literacy skills by contributing to the planning, development, and delivery of whole School literacy and language programmes
- Ensure that staff and students are aware of the services available and encourage maximum use of the library's resources
- Select and purchase library resources in all appropriate formats, in consultation with the various Heads of Department and teaching staff, utilising an appropriate range of suppliers



- Organise the cataloguing, c, and indexing of the library's resources and resources located elsewhere in the school, in all formats, as required. This should ensure that access to and retrieval of material and information is as efficient as possible
- Manage the day-to-day organisation of the library, including the supervision of routine clerical duties such as filing, shelving, issue, and recovery systems
- Promote a positive learning environment within the library.
- Deliver the library's contribution to national literacy strategies and encourage students to read widely
- Work closely with the Inclusion Lead and the Literacy lead in delivering literacy interventions
- Organise and lead all break time, lunchtime and after school activities in the library, including homework club
- Contribute to the School Improvement Plan, particularly concerning the development of information literacy, by preparing and leading the implementation of a School Library and Information Plan
- Recruit, advise, train, and motivate student librarians to enable students to receive the service they need
- Ensure that book stocks are carefully monitored
- Develop, in consultation with teaching staff, the provision of information services using appropriate technology to support the curriculum and individual information needs
- Provide information for teaching staff on matters of library support for the school curriculum
- Plan and deliver programmes for library induction for teaching & support staff and students and to develop, in conjunction with Heads of Department, strategies for developing student skills to use the library and information resources
- Undertake in-service training and other training as appropriate to ensure continuous professional development and remain up to date
- Act as a link between the school library and other information providers including other school libraries in the area and the School Library Service, having regard to Data Protection and Copyright legislation, to ensure that there is an effective network for the supply of materials to meet demands
- Support and deliver the reprographic functions for the school, including print, collate, bind, laminate and/or staple as required school and departmental publications and distribute finished printing
- Ensure the school complies with copyright and legislative requirements.
- Ensure agreed schedule maintenance and safety checks are carried out and recorded on reprographic equipment. Organise engineer call outs, as necessary. Maintain photocopiers by monitoring and ordering stock consumables and changing toners
- Administer basic first aid to staff and students (1 day of first aid training will be provided)

Support for School/Academy/Place of work:

- Participation in staff events by arrangement
- Attend Staff Meetings
- Contribute and participate in Trust events and activities where possible



- Develop and maintain effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices, and procedures

Data security:

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

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
- Work/operate all equipment within Health and Safety and other legal regulations, including risk assessments
- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal and professional development, and keep up to date with research and progression in school/academy/place of work efficiency, which can contribute to improvements in the everyday 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 safeguarding all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- 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 commensurate with the grade of the post, in consultation with the 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 concerning 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.



Person Specification:	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in the English Language	✓		A
Experience		Essential	Desirable	Assessment
2	Experience in working within a school environment		✓	A/I
3	High level of administrative skills including use of Microsoft Word, Excel	✓		A/I
4	Experience in library management systems		✓	A/I
5	Understanding of budget management		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
6	Understanding of the education system	✓		A/I
7	Excellent communication skills	✓		A/I
8	Understanding how children learn	✓		A/I
9	Understanding of phonics, numeracy, and literacy development	✓		I
10	Highly motivated outlook with the ability to enthuse students	✓		I
11	Knowledge of the concept of confidentiality	✓		I
12	Awareness of child protection issues	✓		I
13	Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations	✓		A/I
15	Ability to use a range of reprographic equipment	✓		A/I
Skills and abilities		Essential	Desirable	Assessment
15	Skilled at making and sustaining positive relationships with children	✓		I
16	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I



17	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
18	Ability to use language and other communication skills that parents, pupils and staff members can understand and relate to	✓		I
19	Able to work closely with the wider school community in the development of provision for pupils with SEND	✓		I
20	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
21	Willingness to undergo further training and development	✓		I
22	Positive and enthusiastic approach toward work	✓		I
23	Ability to act on own initiative	✓		I
24	Kindness and empathy towards students and colleagues	✓		I
25	Ability to work as part of a team effectively			I
Child Protection		Essential	Desirable	Assessment
26	Support the Academy policies on safeguarding and child protection	✓		A/I



A Great Place to Work



As a multi-academy trust of 30 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

As well as the above we also offer:

- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)



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 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, 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 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 Ferrers
School**

'Aspire, Achieve, Acclaim'



How to Apply

To apply, please complete the online form on the My New Term. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Potential applicants are strongly encouraged to contact us prior to applying and arrange a visit to find out more about our school.

For any questions about the application process please contact: Alison Davies, PA to the Principal – Adavies@theferrers.org

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

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure.

We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.

Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.





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



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.