

The Ferrers School

Now Recruiting – PA to the Principal & HR Officer

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 Weldon Village Academy.

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.



Job Description

Job Title:	PA to Principal
Weeks:	40 Weeks
Hours of work:	37 Hours
Salary:	Grade 8, point 19. Actual salary £27,368 - £30,229 (FTE £31,067 - £34,314)
Responsible to:	Principal

Role:	Provide a high-quality support service to the Principal and the Academy as a whole.
Purpose of the job:	To provide a full and comprehensive administrative service to the principal whilst also supporting and encouraging the Academy's ethos, objectives, policies, and procedures. Through effective PR, ensure that both parents and the local community have confidence in the Academy and that a positive image is portrayed, both through the local press and as demonstrated by the high-quality material that is provided by the Academy To be responsible for all personnel duties within the school environment. This will include the oversight of safeguarding for appointing new staff and recruitment. The post holder is responsible for the employee life cycle at school level which includes sick absence, pay, general terms and conditions and providing support to manage low-level HR queries.

Responsibilities and Accountabilities:

- Manage Principals' diary, making decisions on appointment management
- Provide the Principal with confidential administrative support on all matters
- Act as a confidential channel of communication with staff/parents and outside agencies and maintain good relationships with all students, parents/carers, colleagues, and external agencies
- Deal with correspondence as required (both incoming and outgoing).
- Divert calls through the right channels
- Filter emails for the principal as required, forwarding, and dealing with them as necessary
- Assist in any arrangements for visitors
- Attend and take minutes at meetings as required
- Act as a point of contact for any complaints received log details and refer matters to appropriate members of staff as required, support with the complaints process as needed
- Assist the Principal in maintaining the ethos and high standards of the academy through quality assurance of display and décor throughout the academy, particularly in high traffic areas and Reception areas, main reception rooms, Hall, Conference Room, Boardroom etc

Public Relations and Communications



- Work with PR staff to maintain the Academy's positive presence on social media
- Maintain the information on the Academy website and ensure it is in line with Ofsted / DfE requirements
- Ensure that Academy publications (Prospectus, Post 16 Prospectus and Brochures) are effectively drafted and edited, positively presenting the academy. Liaise with staff and designers/publishers to ensure the timely delivery of publications
- Ensure the academy publications (prospectus and other school booklets) are prepared to the highest standards, ensuring that the academy's ethos and values are portrayed throughout
- Manage the production of the termly publication, ensuring that it reflects an overview of the successful activities that the academy, its staff, and its students have undertaken during each term and thereby reinforcing the positive image to current parents, whilst also acting as an excellent marketing tool for our prospective new parents
- Liaise with Athene communications and other external companies as appropriate to promote the academy's 'good news stories in and around the local community to maintain the positive image of the Academy
- Act as the point of contact for communications with parents and the public including checking correspondence with parents, developing electronic communications (email, social media, websites etc)
- Maintain the academy's website by editing and uploading content, liaising with the website provider to regularly update the website layout. Communicate with people throughout the academy and Trust to ensure the website is kept up to date and meets compliance requirements
- Ensure weekly newsletters are written/collated and sent to both staff and parents/carers

Administration

- Provide full administration support to the academy ensuring administration staff are organised, trained, developed, and apprised to support and facilitate the delivery of the curriculum
- Operate relevant equipment and computing software, including MS Office, SIMS, Outlook Explorer, and Google Chrome
- Liaise and manage with sensitivity, empathy and respect the interface between and with the Executive Principal / Principal and all members of the academy community (including Academy Counsellors, Staff, Parents, the Trust, Local Authority, external agencies and especially the students) to optimise the user experience
- Provide agendas and minute/record SLT and other meetings as directed by the Executive Principal / Principal. This will include confidential meetings and regular working times beyond the school day including occasional evening work (hours to be agreed upon in advance)
- Take notes at Morning Staff Briefings, ensuring these are issued to all academy staff
- Work with SLT to create the annual School Calendar, making amendments as required
- Liaise with House Offices to ensure production of exclusion letters as required.
- Ensure daily maintenance of administrative technology including the telephone system, reporting any problems promptly
- Maintain responsibility for the main staff room environment and daily provision of free tea, coffee, milk etc for staff use
- Provide administration support to the Executive Principal as required
- Ensure Staff Voice is collated and acted upon



- Ensure any feedback from Staff / Parent or Student Voice is shared as appropriate

Finance

- Place orders on the academy's finance system as requested
- Manage the First Aid, Advertising / PR, Publications, General Admin and Postage budgets, ensuring any orders or expenditure is undertaken in line with financial procedures and protocol
- Successfully seek external funding through the writing of bids and liaison with local benefactors

Recruitment / appointment / leavers

- To be fully conversant with the statutory guidance for schools, Keeping Children Safe in Education.
- Maintain orderly and appropriate recruitment paperwork, by following recruitment and exit process for all staff in line with trust policies systems and guidance, including ensuring the legal and safeguarding requirements of recruitment are met. This includes staff safeguarding checks and risk assessments where necessary, maintaining safer recruitment processes and retaining a clear paper trail for the interview process and delivering staff induction procedures.
- Undertake the necessary arrangements relating to recruitment of school based posts, under the direction of the Principal, observing safer recruitment regulations, including preparation of relevant paperwork recruitment materials, arranging advertisements, arranging and creating the interview schedule by liaising with Head of department and SLT, ensure the administrative tasks associated with interviews are completed for example copying application forms for shortlisting and interviewing panels, informing candidates of interview arrangements, in line with Trust policies and procedures.
- Organise and maintain all required safeguarding checks, paperwork and procedures including DBS for staff, trainee teachers, casual staff, and volunteers, barred list checks and risk assessments where needed.
- Maintain accurate personnel files and payroll records (via the EPM portal) and ensuring effective security of both manual and computerised data.
- Ensure that Personnel files meet GDPR guidelines and are maintained in accordance with Meridian Trust requirements.
- Issue contracts and calculate correct rates of pay.
- Process payroll services, contracts, new starters, variations, and leavers in liaison with EPM.
- Update relevant areas of MIS to do with HR including staff absence and contract changes.
- Ensure that salary statements are downloaded from EPM each time there is a change to an employee's salary and ensure that this is processed in line with audit requirements.
- Be the first point of contact for all staff on HR, pay and contract related matters, liaising with Trust HR and EPM, as necessary.
- Use the agreed Trust systems and ensure effective school systems are in place for the timely submission of supply time sheets, and contract changes.
- Ensure that appropriate contracts are issued for zero-hour contracts and working time directives are adhered to. Be responsible for ensuring that annual leave is applied and that the correct rate of pay is applied in order not to be breach of minimum wage.



Employee life cycle

Act as the main contact offering advice and guidance for managers and employees at the school in respect of all aspects of the employee contract and terms and conditions (e.g., pay, contract, working hours). This includes:

- Ensure probation reviews are carried out in conjunction with The Trust Probation Policy. Provide a timely reminder to line managers and ensure all paperwork is distributed and recorded. Raise any concerns in respect of suitability for employment with the Principal and the Trust HR Manager.
- Issue Induction booklet to managers upon appointment of new staff.
- Ensure that all paperwork and processes are completed for employees who are pregnant and going onto maternity leave. Ensure KIT days are properly monitored. Ensure that risk assessments are completed. Work out maternity calculations and processing maternity leave and letter.
- Process all requests for shared maternity leave, paternity leave and adoption leave.
- Complete the payroll changes following the Performance management cycle for teachers.
- Process redundancy calculations.
- Administer pension check for continuous service.
- Check for continuous service.
- Administer TR6 pension checks.

Absence Management

- Maintain and manage sickness and staff absence reporting and monitoring through effective use of SIMS and EPM wherever relevant.
- Complete return to work procedures, meetings, and paperwork in line with the trust policy, maintaining up to date records on the academy and the trust systems.
- Support the Principal with the administration of processing the trust absence policy by arranging meetings, sending letters, emails and arranging occupational health appointments and follow ups.
- Work with the Core Trust HR to ensure formal procedures for managing sick absence are followed by acting as the liaison between school and Core Trust
- Ensure that OH reviews are arranged in a timely manner.
- Manage requests for special leave of absence procedures in line with the trust policy. Ensuing appropriate paperwork is completed.

Payroll

- Monthly checks of payslips to ensure accuracy and no discrepancies.
- Follow up any discrepancies with payroll clerk at EPM.
- Input overtime claim forms for all staff.
- Input all casual staff, (exam invigilator, achievement support tutor, comm ed tutors) claim sheets onto EPM portal.
- Provide records for auditors.
- Assist with PAYE queries.

Single Central Record



- Maintain a full detailed and compliant Single Central Record and remain up to date with new requirements in liaison with central HR Team.
- Ensure all contractors, supply agencies and any other establishments with staff working at the school have appropriate clearance to work with young people in an education setting with relevant paperwork in place
- Ensure accuracy for presentation to the principal on a regular basis.
- Upload to central HR when there is a change.

Other HR Responsibilities

- To monitor informal support plans and ensure time scales are adhered to and records kept. To work with Core Trust HR in managing the timeline for formal PM / Capability processes.
- Draft template letters and act as note taker in all formal PM meetings.
- To Support the Principal and Core Trust HR in disciplinary cases: prepare paperwork (letters) set up file, act as note taker at disciplinary meetings, producing clear and accurate minutes.
- Act as point of contact for Core Trust in cases of settlement agreements
- To act as note taker in grievance meetings.
- Advising Headteacher and senior staff on DBS requirements for employees, visitors, contractors to ensure safeguarding of school students
- Communicate all Trust recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies, and procedures to staff utilising trust systems and ensuring that reading or awareness is recorded.
- Monitor the way HR policies and procedures are actioned in school and provide support where necessary.
- Contribute to trust HR meetings and training as required
- Ensure that they know where to find HR guidance on SharePoint and the Teams environment.
- Workforce census: sole responsibility for completing and submitting the annual school workforce census, ensuring accurate recording of staff and their roles, teacher qualifications, staff ethnicity and all sickness absences
- Ensure exit forms are sent to line manager and arrange for exit interviews to take place.
- Archive securely staff personnel files.
- Attend HR training days twice a year.
- When requested, take notes in any staff meetings with senior management
- Provide employee information to SLT as requested for return of reference requests.
- Provide salary letters as requested from mortgage lenders for staff.
- Advise staff on the free eye test procedure. (Specsavers scheme).
- Advise and promote to staff the Employee Assistance Programme.
- The post holder will undertake any other duties commensurate 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.

Line Management

- Line Management of the HR Assistant and Learning Resource Manager
- Ensure appropriate safeguarding procedures and documentation are in place and implemented when welcoming visitors to the Academy via Reception.
- Undertake the annual performance management process with all direct reports (Receptionists and Administration staff)

Other:

- Organise Staff Association and Events as required
- Act as Marshall in the event of a fire evacuation or Academy Lockdown
- Work with the Cover Manager to understand the cover system and provide support for the Cover Manager as required

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:

- Follow the legal provisions regulating confidentiality and security of data and information under 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
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments
- Physically able 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 safeguarding 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 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 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.

**Person Specification:
PA to the Principal + HR Officer**

**Assessment Key:
A = Application Form
I = Interview**

Education and Qualification		Essential	Desirable	Assessment
1	Good educational background including GCSE or equivalent in English and Maths	✓		A
2	NVQ qualification in Business Administration or other relevant subject		✓	A
3	Evidence of continuing personal and professional development	✓		A
Experience		Essential	Desirable	Assessment
4	Experience in successful administration to support the day-to-day operation of an organisation/establishment	✓		A/I



5	Experience in managing confidential data and maintaining accurate records and filing systems to comply with GDPR legislation	✓		A/I
6	Experience in working with external agencies		✓	A/I
7	Experience in effective supervision/line management of staff		✓	A/I
	Experience of working in an HR environment.		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
8	Understanding of the education system and appropriate education legislation and requirements (safer recruitment/school administration/exclusions)		✓	A/I
9	Ability to build and form good working relationships with colleagues, students, and other professionals	✓		A/I
10	Ability to lead, develop and motivate a team of staff, delegating duties as required	✓		I
	A good knowledge of HR procedures.		✓	A/I
11	Awareness of child protection issues	✓		I
Skills and abilities		Essential	Desirable	Assessment
12	Excellent interpersonal skills with the ability to maintain strict confidentiality	✓		I
13	Diplomatic and patient approach	✓		I
14	Initiative and ability to prioritise own work and that of others to meet deadlines	✓		I
15	Efficient and meticulous organisation and attention to detail	✓		I
16	High level of personal organisation skills	✓		I
17	Excellent written and oral communication skills	✓		I
18	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
19	Commitment to the academy's ethos aims and community	✓		I



20	High personal standards in terms of attendance, punctuality and organising workload	✓		!
21	Willingness to undergo further training and development	✓		
22	Positive and enthusiastic approach toward work	✓		
23	Ability to act on own initiative	✓		
24	Professional approach when dealing with all issues and staff	✓		
25	Ability to work as part of a team effectively	✓		
Child Protection		Essential	Desirable	Assessment
26	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
27	The flexibility of working hours	✓		A/I





**The Ferrers
School**

PA TO THE PRINCIPAL & HR OFFICER

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

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.



**The Ferrers
School**

‘Aspire, Achieve, Acclaim’



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



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



**The Ferrers
School**

PA TO THE PRINCIPAL & HR OFFICER

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.





Teaching and Learning Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS CHALLENGE

- ... are confident to work independently
- ... are eager to learn in different environments and scenarios
- ... persevere when learning becomes difficult and always strive to better themselves



STUDENTS COMMUNICATION

- ... are confident to ask for support from both their teachers and peers
- ... know how to think about and respond to feedback
- ... are confident to share and evaluate new learning



STUDENTS EXPECTATION

- ... demonstrate their understanding of expectations through their attitude to learning (Pride and Independence)
- ... engage and add value to their learning environments
- ... use positive language with staff and peers and are role models to one another



STUDENTS INDEPENDENCE

- ... strive to be resilient and are proactive in seeking support from their teacher or peers
- ... commit to becoming independent learners by acting on the instruction and demonstration provided
- ... reflect thoroughly on their independent study, highlighting and celebrating their successes whilst also outlining areas for further development



STUDENTS PRIDE

- ... are committed to giving their very best and presenting their work to the best of their ability
- ... take responsibility for reviewing their progress and sharing their knowledge
- ... support the creation and maintenance of vibrant and inspiring learning spaces



STAFF CHALLENGE

- ... plan and provide work that is demanding for all students
- ... deliver lessons that meet the needs of all students
- ... provide students with independent learning opportunities that reinforce and develop



STAFF COMMUNICATION

- ... provide feedback to students that clearly outlines successes (WWW) and areas to improve (TIP)
- ... question a range of students skilfully when checking for understanding
- ... plan recall and retention activities into learning so that students can reflect on their progress over time



STAFF EXPECTATION

- ... set and maintain high expectations for learning environment underpinned by praise
- ... use positive language with students and are role model at all times



STAFF INDEPENDENCE

- ... support students in being resilient and reward students for their ongoing commitment to their learning
- ... enable students to be independent learners by providing clear and concise instruction and demonstration
- ... ensure students can reflect thoroughly on their independent study, highlighting and celebrating their successes whilst also outlining areas for further development



STAFF PRIDE

- ... actively celebrate students' progress, both in and beyond the classroom
- ... ensure that all students take personal responsibility for their work
- ... create and maintain vibrant learning spaces that engage and inspire students

