

# The Ferrers School

Now Recruiting – Senior Tutor  
preferably with Geography or  
IT Specialism

**Principal - Mrs Angela Smith**

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

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Telephone: 01933 313411



**The Ferrers  
School**

**SENIOR TUTOR PREFERABLY WITH  
GEOGRAPHY OR IT SPECIALISM**

## 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 Cambridge Meridian Academies Trust, a group of primary, secondary and special schools. Many of the schools in the trust are growing and there is a need to develop capacity, expertise and excellence in our staff body. We are currently working very closely with our colleagues in the Sharnbrook Academy Federation and as a school we look forward to playing a key role in the development of CMAT's free school due to open in Weldon, Corby in 2022 or 3.

The Ferrers, like CMAT, is also driven by our ability to adapt to the changing educational landscape led by determined staff who bring our community alive with their enthusiastic personalities, unshakeable work ethic and their commitment to delivering exceptional learning experiences for our children. What makes The Ferrers School, and the Trust different is that we know how to nurture and bring out the very best in our talented staff.

### What we can offer you:

- a philosophy of 100% achievement and inclusion
- a commitment to extending the boundaries of learning enabling all young people to become well-rounded individuals
- a purposeful and caring learning environment, where every individual is known, valued and supported
- motivated and engaged students, and ambitious, dedicated and professional staff

"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**



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## Welcome from our CEO, Mark Woods

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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.



**Meridian  
Trust**



## A Brief History

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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

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Our House System reflects the structure and systems that have been instrumental in the success of our trust partner schools and creates a strong team and community identity linking in with the curriculum teams. It reflects and delivers the commitment to **'know, value and support every student to achieve.'**

The school is divided into 4 Houses in the main school of c.225 students.

The Houses provide support and guidance within an environment where the needs of each child are known by the Tutor and Senior Tutor and their individual progress is monitored closely. Importantly, the House is the focus of the relationship between the school and families, with siblings grouped in the same House. The focal point for each House is the House Office. The Student Support Advisor is available at all times during the school day to support the needs of students, parents and carers within that House family.

### House Teams

There are four Houses (Brunel; Franklin; Turing & Woolf) and all members of staff are a member of one of these Houses. Each House has a Senior Tutor and Curriculum Area Leaders who manage the same team of staff in their dual roles as tutor and subject teacher respectively. In addition, a member of the Senior Leadership Team is assigned to each House. The Senior Tutor differs from your traditional Head of Year role as they oversee vertical tutoring which encompasses students from Year 7 to 11.

### Tutorial Teams

Students entering the school all enter one of the House's 10 tutor groups, with approx. 24 students in each. These tutor groups are vertical, with a cross-section of students from years 7 – 11. The tutor's role is to support and guide students, along with their parents and carers, to achieve their best academically and develop as individuals. Each House tutorial team is led by a Senior Tutor who is:

- Responsible for the quality of guidance and support provided by tutors within the House
- Accountable for promoting the personal, academic and wider achievement of students within the House

### Academic and Pastoral Support

Our House system ensures that all students are provided with the support and guidance they need by their Tutor, Student Support Advisor and Senior Tutor on a day-to-day basis. Importantly, each House provides the in-school family support needed to ensure all students are happy, building crucial relationships with parents and carers.





All Form Tutors are aware of which tutees are in receipt of the Pupil Premium funding. This knowledge of the individual and their needs, reinforced by daily tutor times, learning conversations and regular one-to-one tutoring, guarantee that staff make insightful requests from the funding as needed to ensure barriers are removed, enabling all students to reach their full potential.

### Fundamental support provided by the House system:

1. Vertical tutoring system with daily input from named tutors in small, supportive groups
2. On-hand support from Student Support Advisors and Senior Tutors
3. Regular one-to-one academic mentoring
4. Regular home contact
5. In-house competitions, challenges, PLEDGE completion and monitoring

Providing additional support, the inclusion team work to oversee safeguarding for students in school and liaise daily with House teams. Looking at a range of data, they are able to see which students and groups may be in need of intervention, proactive support, counselling, mentoring or referrals to other agencies, such as the school nurse service or mental health provision.





## Job Description

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### **MPS/UPS + TLR1.1 (£9782)**

**Job purpose:** To lead the House team in its responsibility for supporting, promoting and monitoring the personal development and academic progress of each student within the House.

**Responsible for:** The personal and academic achievement of every student within the Team through the effective operation of the tutorial/inter-House system.

**Whole School Responsibility:** The Senior Tutor will lead other Senior Tutors / Curriculum Leaders in one whole school issue. The responsibility for the delivery by teams will lie with the respective team leader.

#### **Main Duties and Responsibilities:**

The duties and responsibilities outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

#### **Guiding principles**

Focus on the quality of teaching and learning

- Focus on the individual student
- Consistent high standards across the school
- Effective and efficient communication

It is expected that the Senior Tutor will work at a strategic level in collaboration with the Curriculum Leaders and Senior Leadership Team to promote the above key principles.

**As a Team Leader (with Curriculum Leader supported by the SLT link):**





- Establish clear expectations of student achievement and progress, through effective target setting and monitoring against national benchmark data.
- Help to build, communicate and implement a shared vision within the House team focused upon achievement, high expectation and a strong identity.
- By personal example and practice, establish clear expectations and standards for both staff and students in line with the Team's and Academy's policies
- Contribute to the PM of staff within the Team, in relation to their role as tutor and liaise with the Curriculum Leader
- Establish and support clear Team policies, to ensure consistency within and between teams.
- Ensure that the Team's physical environment promotes and celebrates learning and achievement.
- Be involved in decision-making and policy development across the school and implement decisions taken.

### **Staff management**

- Develop a Team approach within which each teacher feels valued and supported.
- Lead the Team in the delivery of a personal and effective student support and mentoring programme.
- Provide support and guidance to tutors in the exercise of their mentoring responsibilities. Ensure that tutors establish and maintain clear and consistent expectations and practices in line with the Team's and school's policies.
- Monitor and evaluate the practice across the Team to celebrate good practice and ensure consistency.
- Support the professional development of tutors and others, through PM, inset, coaching, sharing good practice
- Establish a positive annual cycle of self-improvement in line with whole school policy : self-evaluation, Team Development Planning, PM, monitoring and evaluation
- Support tutors in matters of discipline and the maintenance of standards.
- Line Management of the House SSA, to include fortnightly, minuted review meetings for the purposes of CPD and PM
- Monitor all information from form tutors and check that action is taken where necessary, which may include liaison with subject teachers, Student Support Services, and parents.
- Day to day management of staff within the Team and act as a positive role model.

### **Student progress**

- Monitor and support the personal and academic progress of students from transition to Post 16.
- Ensure that students have a consistent and high quality experience of key transition events e.g. induction, KS3-4 progression,
- In support of tutors, ensure that they have access to monitoring data affecting students' progress e.g. attendance, punctuality, behaviour, achievement
- Coordinate, promote and celebrate activities / events within and between the Teams that encourage and recognise achievement.
- Ensure that school policies are clear to both tutors and students and that it is fairly and consistently applied.
- Know students in the Team as well as possible and become accepted as a person to whom they can turn for guidance in addition to their form tutor;



- Liaise closely with Student Support and outside agencies in support of all students within the House.
- Utilise and lead on Early Help Assessment (EHA) when required; in addition to other appropriate monitoring and intervention strategies
- Develop leadership and mentoring opportunities for students within the Team.

### **Communication with Parents**

- Monitor the effectiveness and quality of communication between the tutors and parents –e.g. Gofor schools
- Ensure that parents are informed of issues affecting the progress of their child.
- Support and monitor tutors' communication with parents to ensure that they are engaged in their child's education.
- Oversee the reporting of progress to parents.
- Working with the Student Support Assistant, oversee administrative arrangements affecting student progress
- Reporting and formal parent consultation
- Attendance and punctuality
- Achievement data
- Performance monitoring data
- House assemblies and events
- Sampling of students' work across the curriculum
- Celebrating House achievement to students and parents
- Transition of students
- Maintenance of the Tutor Handbook

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.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the school's financial regulations.

The school 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 DBS check.



## Person Specification

Qualifications	Essential	Method of Assessment
Qualified Teacher Status (gained or pending) / Degree relevant to the subject	x	Application form
High standard of literacy	x	Application form
<b>Commitment to Safeguarding</b>		
Motivation to work with children and young people	x	Application form / reference / interview
Commitment to, and belief in, the equal value of all students	x	Application form / reference / interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	x	Application form / reference / interview
Ability to raise the self-esteem and expectations of children and young people	x	reference / interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	x	Application form / reference / interview
<b>Teaching and Learning</b>		
Proven track record of outstanding teaching	x	Application form / interview
Knowledge and understanding of the National Curriculum requirements.	x	Application form / interview
Awareness of current developments.	x	Application form / interview
Experience of teaching at Key Stage 3 and 4	x	Application form
Experience of teaching at Key Stage 5 desirable		Application form
Evidence of securing excellent progress and attainment for all groups of learners.	x	Application form / interview
Proven track record of raising student attainment	x	Application form / interview
Proven track record of strong and effective behaviour management strategies	x	Application form / interview
Excellent ICT skills	x	Interview
<b>Interpersonal Skills</b>		
Ability to communicate effectively and relate well to all stakeholders	x	Application form / interview
Willingness to contribute to extra-curricular activities	x	Application form / interview
Ability to work as part of a team	x	Application form / interview
<b>Personal Qualities / Skills</b>		
Creativity, energy and enthusiasm	x	Interview
Evidence of working effectively under pressure	x	Interview
Good sense of humour	x	Application form / interview



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## Why Work for Us

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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.

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](#)



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## How to Apply

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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](mailto: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.



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## About Us

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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.

### Safeguarding

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Please note that we do not accept CVs – any received will not be taken into consideration during the shortlisting process. The Ferrers School is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility, the school follows a rigorous selection process to discourage unsuitable applicants. This process is outlined below.

**Disclosure:** All applicants for employment are required to disclose any previous 'unspent' criminal convictions and any cautions which have not expired, or any pending prosecutions. In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) which requires you to disclose all spent convictions and cautions Except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account. Guidance on the filtering of "protected" cautions and convictions which do not need to be disclosed by a job applicant can be found on the Disclosure and Barring Service website. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a "regulated position" under the Criminal Justice & Courts Services Act 2000. The school's policy on the recruitment of ex-offenders is available on the school website. If you fail to disclose any relevant offences or give false information then it will disqualify any offer of employment, or result in summary dismissal if you are in post, with possible referral to the police. Confirmation of appointment is subject to a satisfactory Enhanced DBS Certificate.

**Shortlisting:** Only those candidates meeting the person specification criteria will be taken forward to interview. NB: CVs are not accepted.

**Interview:** Those shortlisted will take part in an in-depth interview process – candidates for teaching posts will be required to teach a lesson as part of the interview process. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form. We reserve the right not to take a candidate forward to formal interview if they are deemed unsuitable for the post.

**Reference checking:** References from the previous and current employer will be taken up for shortlisted candidates, and where necessary, employers may be contacted to gather further information.

**Probation:**

All non-teaching staff will be subject to a probation period of six months. The probation period is a trial period to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the School with



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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.