

The Ferrers School

Now Recruiting – Teacher of Geography

Principal - Mrs Angela Smith

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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 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.



The Ferrers
School

TEACHER OF GEOGRAPHY

The Role

The Ferrers School is seeking to appoint a passionate geography teacher to join the humanities department.

This is a fantastic opportunity for a passionate and reflective professional to play a key part in one of our most popular subjects. The successful candidate will join our humanities department and work closely with the team to enthuse students and drive-up standards in teaching and learning in Geography. We are looking for a creative, energetic and committed teacher who can work with us as we strive to secure the best progress for our learners.

In promoting the subject throughout the school, the successful candidate will be a highly committed team player who consistently transmits their passion for geography to the Ferrers learners. They will also have a clear understanding of the strategies required to motivate and inspire Geography students.

We are looking for someone who understands the value of high-quality teaching and assessment, using both to drive planning and progress. The successful candidate will be expected to draw upon the latest evidenced research, resources and teaching methods in delivering geography across the ability range at Key Stage 3 and 4. Some Key Stage 5 teaching may also be available, depending on geography experience and specialism, as we open our brand new sixth form in September 2023.



We would welcome applications from any teacher who is keen to immerse themselves in a committed, supportive and forward-looking department. We run a highly supportive and successful ECT programme and would welcome applications from Early Career Teachers. We also have a strong track record of leadership development and succession planning for a more experienced ambitious candidate who is keen to progress to a leadership role in the future.



The Department

Geography is a very popular GCSE option subject with both girls and boys. After A Level study, several students have gone on to study Geography and other related disciplines at University in the last few years.

We are looking for a forward thinking and dedicated teacher to help us to further develop and improve the quality of learning and student success in the subject.

There are three full-time teachers in the geography curriculum area, and we are proud of our open, supportive and collaborative approach. There are three GCSE groups in Years 9, 10 and 11 2024-5. We currently also teach Year 12 A Level Geography at The Ferrers.

We place emphasis on the quality of learning and facilitate this by providing an attractive and stimulating learning environment and by using high quality and varied teaching materials. Teaching, as we do, in mixed ability groups, requires the use and continual development of a range of adaptive teaching approaches and formative assessment methods.

The person appointed will be expected to work closely and effectively with other teachers in the humanities team to build upon our current reflective teaching and learning practice. **A passion and commitment in actively championing and improving the Geography curriculum and fieldwork experiences for students at all the key stages is essential.**

Responsibilities will include:

- Teaching geography to the full age and ability range in Key Stages 3 and 4 with the possibility of A Level teaching.
- Teaching history at Key Stage 3 if required.
- Preparing students effectively for internal and external assessment.
- Effective record keeping based on regular assessment and the setting of student homework.
- Attendance at relevant parents' evenings and regular communication with parents and carers of geography students.
- Maintaining an attractive and stimulating geography learning environment within the humanities department.
- Making an ongoing and vital contribution to the further improvement of geography units of study and teaching and learning materials.
- Taking a leading role in organising field trips to enhance to learning experience of all geography students.
- Attendance to and an active engagement in curriculum area meetings and training events.
- Providing specific information for termly progress reports to parents for all students taught.
- Ensuring high standards of conduct and work from students.
- Any other duties reasonably required by the subject area, Head of Faculty or the Principal.



The successful candidate will also be expected to take pastoral responsibility for a House tutor group consisting of a range of Year 7 to 11 students. The House form tutor is responsible for monitoring the progress of his/her tutees and the delivery of daily whole school tutor time learning activities.

Geography

The following units of work are studied in Key Stage Three:

Year Seven- Key Enquiries:

- What is a Geographer?
- Is Earth running out of resources?
- What is weather and climate?
- What are the challenges of living in a Cold Environment?
- Why are rivers important?
- How are populations changing?

Year Eight- Key Enquiries:

- What are the challenges and opportunities in Africa?
- What happens where the land meets the sea?
- Can we ever know enough about earthquakes and volcanoes to live safely?
- Why is the Middle East an important region?
- How is Asia being transformed?
- Climate Change – What is the future of our planet?

The following units of work are studied at GCSE, we follow the AQA specification (8035):

Year Nine:

- Higham Ferrers Geographical Fieldwork Enquiry
- The Living World
- Urban Issues and Challenges
- Physical landscapes in the UK

Year Ten:

- Urban Issues and Challenges
- The Challenge of Natural Hazards and Human Geography Fieldwork
- The Challenge of Resource Management
- Coastal Landscapes in the UK
- Revision and Physical fieldwork



Year Eleven:

- UK Physical Landscapes (Coastal and River Landscapes)
- The Changing Economic World
- Revision – Paper 1 and Paper2
- GCSE Paper 3 – Pre-Release Material
- Revision / Exams

The following units of work are studied at A-Level within the Ferrers Sixth Form. We follow the AQA specification (7037):

Physical Units:

- Water and Carbon Cycles
- Coasts

Human Units:

- Changing Places
- Changing Urban Environments

Students also complete a Non-Examined Assessment: a 4,000 word individual Geographical investigation.

Field trips are organised at GCSE and A-Level to supplement the work being studied.

Further information on the Ferrers Curriculum and House system can be found on the Ferrers website:

<https://www.theferrers.org/about-ferrers/our-curriculum/>

<https://www.theferrers.org/about-ferrers/our-house-system/>



Job Description

General Responsibilities

- To teach geography and carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document.
- To be a House form tutor and to carry out the specific responsibilities of the role.

Specific Responsibilities Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating excellent subject and curriculum knowledge;



- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole school improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the school's meeting cycle.

House Form Tutor

- To lead a House tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the Senior Tutor;
- To encourage tutees to comply with the school's values statement;
- To encourage the student voice and develop a form and House group ethos that is in harmony with the school values;
- To monitor student progress, following the school's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

Mental Health and Wellbeing

- Commit to support the school's approach to mental health at work that protects and improves mental health for everyone, whilst supporting those people who experience distress.
- Ensure that discrimination on the grounds of mental health status is seen to be as unacceptable as discrimination in relation to other protected characteristics such as race, gender or sexual orientation
- Report any discrimination or harassment and to blow the whistle on discrimination you witness.
- To support the School's positive culture that values authenticity and openness.
- Support the school's mentoring programmes and well-being forums

Other

- To undertake any other reasonable duties as directed by the Principal.



The Ferrers
School

TEACHER OF GEOGRAPHY





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
Commitment to Safeguarding		
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
Teaching and Learning		
Proven track record of outstanding geography teaching	x	Application form / interview
Knowledge and understanding of the National Curriculum requirements in Geography	x	Application form / interview
Awareness of current developments in geography	x	Application form / interview
Experience of teaching geography at Key Stage 3 and 4	x	Application form
Experience of teaching geography 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
Interpersonal Skills		
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
Personal Qualities / Skills		
Creativity, energy and enthusiasm	x	interview
Evidence of working effectively under pressure	x	interview
Good sense of humour	x	Application form / interview



The Ferrers
School

TEACHER OF GEOGRAPHY

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](#)



The Ferrers
School

TEACHER OF GEOGRAPHY

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

TEACHER OF GEOGRAPHY

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

