

The Ferrers School

Now Recruiting Level 2 Teaching Assistant

Principal - Mrs Angela Smith

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Welcome to The Ferrers School

I feel both proud and very privileged to be the Head Teacher at The Ferrers School and have been in role since September 2017. I am keen to appoint subject specialists who are passionate and demonstrate true excitement for their subject specialism that will challenge, inspire and motivate our learners.



The Ferrers School is part of the successful and expanding Cambridge Meridian Academies Trust, a group of primary and secondary schools located between Stamford and Cambridge along the A1 - A14 corridor. All the schools are growing and there is a need to develop capacity, expertise and excellence in our staff body.

The Ferrers School offers opportunities to become part of a team of staff who are making a real difference to the students they teach. CMAT, which was ranked 5th across all Multi Academy Trusts nationally in 2017 in terms of student progress, is a success story that continues to grow.

CMAT is also driven by our ability to adapt to the changing educational landscape led by determined staff who bring our academies 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 as a whole, 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

You will be:

- able to build effective working relationships with students and staff
- able to provide stimulating and engaging experiences for our students, challenging them to achieve beyond their expectations and supporting them to become lifelong learners
- able to work in partnership with students, parents, staff, Academy Council members and the wider community.



We are seeking staff who are not only openly positive, energetic, enthusiastic and deeply committed to supporting our rapid improvement drive, but those who are also prepared to go that extra mile to contribute to our whole school improvement.

The Ferrers School is a school in which diversity is celebrated through an inclusive culture in which every student can thrive from feeling respected and valued for the positive contributions they make.

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. This post will be subject to an enhanced DBS disclosure and reference and medical checks.

If you are interested in applying for the post, I would strongly recommend a visit. Please return the application form with a covering letter clearly stating why you want to be part of the team.

Mrs Angela Smith, Principal



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 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:	Teaching/Intervention Assistant Level 2
School/Service	The Ferrers School
Reports to:	Level 4 Teaching Assistant
Grade:	E
Hours:	32.5 hours per week

Job Purpose:

To run intervention classes in the Learning Support Centre and when timetabled, support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement for all students through quality teach first intervention in the classroom and in the Learning Support Centre.

Principal Accountabilities:

1. Support for children

- Leading a tutor group.
- In conjunction with the classroom teacher, adapt lessons to meet the needs of individual children and small groups.
- Lead intervention groups in The Learning Support Centre, Department and House
- Take responsibility for delivering learning activities with small groups who would benefit from a different learning approach as agreed.
- Establish and maintain supportive relationships with individual students, small groups and parents/carers to ensure they understand and can achieve the tasks.
- Provide learning support to children with significant care needs, or where English is not their first language.
- Support children with significant development needs, e.g. cognitive ability, EBD, learning skills, etc. as directed. Encourage and promote inclusion in the classroom, ensuring all students feel involved with tasks and activities.

2. Support for the curriculum

- Support the school curriculum, including literacy and numeracy activities.
- Suggest areas where ICT might be used to enrich student learning
- Provide targeted support to enhance learning and improve attainment

3. Support for the teacher

- Assist in maintaining class records and contribute to reports on student progress and development as directed.
- Organising exam access arrangement testing
- Organising and marking of relevant tests



- Monitor and track progress and provide feedback to assist in developing IEPs for children with special needs.
- Contribute to the planning and evaluation of work programmes for individual students and groups.
- Organise the learning environment and develop classroom resources as required.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.
- Contribute to the management of student behaviour, including anticipating and taking action to prevent potential problems arising.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to session 6.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Participate in and support the professional development of other teaching assistants as required.
- Assist in facilitating school events, e.g. school plays, events.

Person Specification

<u>Specification</u>	Level 2
Qualifications	Essential or Desirable
Educated to GCSE grade C standard (or equivalent) in English and mathematics	E
Experience	
Significant classroom experience as a Teaching Assistant or similar	E
Experience of liaising with parents/carers and external agencies	D
Experience of working with students who have Social, Emotional and Mental Health needs	E
Experience of delivering individualised programmes	D
Experience of delivering lessons to small groups	D
Personal and Professional Skills and Attributes	
Ability to build positive and professional relationships with pupils and their parent(s)	E
Ability to motivate pupils to improve and sustain attendance, behaviour and strive for success	E
High level administrative skills	E



Excellent communication skills	E
Highly motivated outlook with the ability to enthuse pupils	E
Highly ambitious on behalf of the pupils	E
High expectations of pupils in terms of behaviour and achievement	E
Ability to work as an effective team player	E
Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.	E
Have a creative approach to problem solving and use this to inspire and motivate students.	E
Knowledge	
Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.	D
Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.	E
Good understanding of intervention programmes and strategies- especially in Literacy, Numeracy and Behaviour Management.	E
Knowledge of issues surrounding Child Protection and the care of Looked After Children.	E

CMAT is committed to promoting and safeguarding children and young people and expects all staff and volunteers to share this commitment



A Great Place to Work

We care passionately about our staff, their well-being and their professional development and this is reflected in the fact that we are an enthusiastic team, committed to working collaboratively and sharing the very best practice.

We can offer:

- a strong team environment that takes staff well-being seriously
- a dedicated Senior Leadership Team who want to see their staff progress and flourish in their career
- an active teaching and learning research and development group
- very supportive parents and a high standing in the community
- close and successful working relationships with our partner schools in our shared sixth form





About Us

The Ferrers School is an 11-18 co-educational comprehensive which opened in 1980. Our Applied Learning Centre was opened in 2010 for the teaching of Creative and Media subjects. A new all-weather 3G sports surface was completed in 2015. In September 2017 there were just over 1,000 students on the roll including over 150 in the Sixth Form.

At Post-16 level we work in partnership with neighbouring secondary schools - Huxlow and Rushden - within the context of The East Northamptonshire College (TENC). In a competitive local context, The Ferrers is regularly over-subscribed. Our standard admission number is 180 in each year group.



Higham Ferrers, is a small town of 5,500, and lies on the edge of the Nene Valley close to the Cambridge-Northamptonshire border. Higham Ferrers itself has a long and interesting history. It was one of the first towns in England to receive a Charter and still retains its own Mayor. It has a beautiful main street of stone built houses and a large parish church which has the Bede House and a tiny 15th century grammar school building in its close. Also in Higham Ferrers are to be found the ruins of a college founded in the 15th century and the site of a castle.

Higham Ferrers and its neighbouring town of Rushden are served by two comprehensive schools which share the common "catchment area" of the two towns. The two comprehensive schools draw students from six primary schools in Higham Ferrers and Rushden, with almost all students in Higham



Ferrers Junior School and Henry Chichele transferring to The Ferrers, in addition to large numbers from the Rushden primary schools. A number of students also attend The Ferrers from villages outside of the immediate area.

The area has good transport links to other local towns, for example, Bedford and Leicester from nearby Wellingborough and also fast train services to London St Pancras Intl. The average journey time between London St Pancras Intl and Wellingborough is 47 minutes. On an average weekday, there are 48 trains per day travelling from London St Pancras Intl to Wellingborough. It is ideally located close to major trunk routes enabling easy access into and out of the county. There are excellent leisure and shopping facilities in the form of the recently opened 'Rushden Lakes', where everyday essentials meet fashion favourites, and all of this is combined with the great outdoors and lots of great places to eat, drink and relax.





The Application

Applicants should download the application form and send the completed form along with a covering letter of application to Alison Davies, PA to the Head Teacher at mail@theferrers.org or to The Ferrers School, Queensway, Higham Ferrers, Northamptonshire, NN10 8LF.

Closing date for applications is Thursday 19th September at 9.00am

Interviews will be held on Tuesday 24th September 2019

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





Safeguarding

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

Disclosure:

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

Shortlisting:

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

Interview:

Those shortlisted will take part in an in-depth interview process – candidates for teaching posts will be required to teach a lesson as part of the interview process.



Candidates will be asked to address any discrepancies, anomalies or gaps in their application form. We reserve the right not to take a candidate forward to formal interview if they are deemed unsuitable for the post.

Reference checking:

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

Probation:

All non-teaching staff will be subject to a probation period of six months. The probation period is a trial period to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students. The information collected on the application form will be used in compliance with Data Protection regulations. By supplying information, you are giving your consent, if appointed, to the information being processed for all employment purposes as defined by statute. The information may be disclosed, as appropriate, to the governors, to Occupational Health, to the Teachers Pensions Agency, to the Department for Education, to pension, payroll and personnel providers and relevant statutory bodies. This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process.

When the recruitment process is completed, the application form will be stored securely for a maximum of six months then securely destroyed, unless you are employed as a result of this recruitment process, in which case this application form will be retained as part of your personnel record.

