



# **SUBJECT LEADER – RE PLUS TLR LEVEL 4 PAYMENT OF £4,921**

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST



## 10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- ☐ No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- ☐ Comprehensive support package for NQTs, and a development package for NQTs + 1.
- ☐ No requirement to work late and emailing after 7pm is strongly discouraged.
- ☐ Centralised behaviour detentions including lates.
- ☐ Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- ☐ Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- ☐ Flexible working is supported wherever possible.
- ☐ Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- ☐ A supportive Special Leave Policy.
- ☐ Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.

## **WELCOME** - *CEO of the Trust*

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Dear Candidate

Firstly, thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

Fairfax Multi-Academy Trust was established in 2014 and is grounded in the values, established over 60 years ago, of the founding MAT School – Fairfax.



I joined Fairfax in 2007, and like you, had a choice about where to work. I came to Fairfax because I believed in its values: tradition; excellence; ambition; dedication; integrity. Gordon Philpott, the founding Head Teacher of Fairfax, was passionate about social mobility. He believed that all of his pupils, many of whom would be considered disadvantaged today, deserved nothing less than excellence. I knew there was no better school to join if I wanted to make a difference. It is the very same inspiration that continues to drive our teachers, leaders, governors and support staff across the Trust today. We are looking for individuals who share our drive and ambition to make a difference to the lives of our pupils.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a difference!

Yours sincerely

A stylized, handwritten signature in black ink, which appears to read 'Chris Stevens', followed by a long horizontal line.

**Mr. Chris Stevens**  
**Interim CEO | Fairfax Multi-Academy Trust**

## **WELCOME** – *Head of Academy*

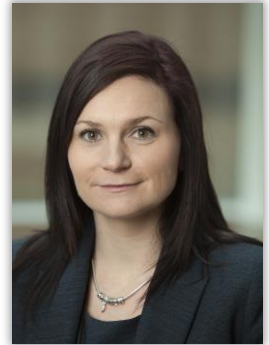
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Dear

Candidate

Thank you for your interest in Fairfax, and a warm welcome from everyone connected with Fairfax Academy.

I am incredibly proud to be the Head of Fairfax Academy. The Academy's values are built around hard work and opportunity; we believe that every child attending Fairfax will have the chance to thrive in an atmosphere where high expectations meet endless possibilities.



The Academy enjoys excellent examination results at both GCSE and Post-16; a result of our commitment to our motto 'Sinceritas Laboris' there is dignity in labour! The Academy's experienced staff are knowledgeable and skilled and ensure that every child, regardless of starting point, is supported to optimise his/her academic achievements.

Our House system is at the heart of the school and has been in place for the best part of 60 years. This commitment to our school traditions ensures that every child has the opportunity to participate in activities that develop him/her as a person. Such activities include our annual Eisteddfod, Duke of Edinburgh's Award Scheme, local and national sporting events and many artistic performances.

My personal philosophy is that every student should leave high school proud of the young adult they have become. I believe this can be achieved by ensuring all our students meet high expectations whether it be in punctuality, behaviour, courtesy or class work. The Academy aims to promote a sense of pride in students, through students taking personal responsibility in delivering excellence! We are Fairfax and we are proud of it!

Yours sincerely

**Deborah Bunn**  
**Head of Academy**

## **CONTEXT** - *Our school*

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Fairfax Academy is much larger than the average comprehensive school. It serves the area of Sutton Coldfield which has retained two selective grammar schools. The proportion of students with special education needs is below average. However, the proportion with a statement of special educational needs is much higher than average because the school manages specially provision for students with a range of physical disabilities. The proportion of students known to be eligible for the pupil premium is average, as is the percentage of students from minority ethnic groups.

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The Humanities Faculty is the largest Faculty in the school and covers the following subject areas:

- History
- Geography
- Religious Studies/ Philosophy and Ethics
- Psychology
- Sociology
- Guidance

Geography, History and RE are delivered as discrete subjects in Y7 and Y8, as well as being available as GCSE options at KS4 and as A-Level options. Psychology, Sociology and Philosophy and Ethics are also offered at A level. Guidance is delivered as a discrete subject to Y7 and 8 and through off-time table days at KS4

These subjects help to foster an understanding of ways in which cultural, economic, environmental, geographical, historical, moral, political, religious, social and spiritual factors have interacted to shape the world in which we live today. As a faculty we aim to develop the skills and understanding needed to equip young people to play an active, well-informed role in the community, and prepare them for further education in the world of work in a rich range of fields.

**Faculty Staff**

Emma Buckley (Director of Faculty)  
Rebecca Lawler (Subject Leader)  
Richard Larkin (Assistant Headteacher)  
Tim Johnson (Deputy Headteacher)  
Angela Easton (Subject Leader)  
Lisa Openshaw  
Caroline Allen  
Alex Martin  
Mark Dettmer (Subject Leader)  
Katie Melody  
Rosie Birch (Subject Leader)  
Sima Kaur  
Charlotte Grisedale  
Jonathan Gullis (Hear of Year)

**Specialism**

History  
History  
History  
History  
Geography  
Geography  
Geography  
Geography  
RE, Philosophy and Ethics  
RE, Philosophy and Ethics  
Sociology  
Psychology  
Psychology  
Guidance

**PHILOSOPHY AND ETHICS (RS) DEPARTMENT INFORMATION – 2019**

Philosophy and Ethics (Religious Studies) is taught to all students at Fairfax in Key Stages 3 and 4 and as an optional subject in KS5. In Years 7 & 8 students are taught for one hour per week and follow a preliminary course to meet the requirements of the Basic Curriculum and to prepare them to study at GCSE level. All students begin a three-year GCSE course in Year 9 and are taught for one hour per week following the Eduqas specification. At this time, there are two specialist teachers in the department. The department has two dedicated and well-resourced classrooms.

**Years 7 & 8**

In Year 7 students conduct a systematic study of Hinduism and of basic Christian theology and its roots in Judaism. They follow a thematic study of Rites of Passage and learn about the importance of justice to Christians. In Year 8, students conduct a systematic study of Islam to prepare them for GCSE study of this religion in more depth. They also begin to investigate more philosophical and ethical themes including an investigation of the values of a variety of religious faiths in regards to living a fulfilling and purposeful life, the arguments for and against the existence of God, basic philosophical ideas about the nature of suffering and animal rights.



## **Years 9 – 11**

All students study for a full GCSE in Religious Studies. The department is currently using the Eduqas specification. Examining Christianity, Islam and Ethical issues.

## **Years 12 & 13**

Presently, there are is one group in Year 12 studying for the Eduqas qualification and one group in Year 13 following the same course. Students examine Christianity, Philosophy of Religion and Ethics

### **GEOGRAPHY DEPARTMENT INFORMATION**

Geography is taught to all students in Fairfax at key stages 3 (year 7&8) and as an option subject at GCSE (pupils take either Geography or History to fulfil the English Baccalaureate requirements). GCSEs are taught over three years and there are currently four GCSE groups in each of years 9, 10 and 11. Geography is a popular option post-16 and there are currently 2 groups in each of years 12 and 13.

#### **Key stage 3**

Years 7 and 8 study a diverse and varied curriculum in geography.

Topics include: Migration, volcanoes, globalisation, energy and global climate change, avalanches, tornadoes, impossible places and local fieldwork study.

#### **GCSE**

The AQA specification is studied for GCSE Geography. GCSE geography covers a variety of physical and human geography and incorporates geographical skills and fieldwork throughout to support and enhance learning within the subject. Students are examined after three years of study and have three exams currently.

#### **Syllabus overview**

Y9 Coast, Urban, Natural Hazards,

Y10 Rivers, Resource Management & fieldwork

Y11 Ecosystems, Economic World and pre-release exam preparation

#### **A level**

AQA syllabus is currently offered. We examine Changing Places, Rivers and pupils complete an independent study

### **HISTORY DEPARTMENT INFORMATION**

History is taught to all students in Fairfax at key stages 3 (year 7&8) and as an option subject at GCSE (pupils take either Geography or History to fulfil the English Baccalaureate requirements). GCSEs are taught over three years and there are currently four GCSE groups in each of years 9, 10 and 11. History is a popular option post-16

#### **Key stage 3**

Years 7 and 8 study a diverse and varied curriculum in History.

Topics include: Historical skills, the Black Death, the Romans, the Battle of Hastings, health in Medieval times, the Transatlantic slave trade, Civil Rights and the Holocaust.

#### **GCSE**

Currently, the AQA syllabus is studied for GCSE History. GCSE History requires the students to examine a range of topics combining British History and World History. Students are examined after three years of study and two exams currently make up 100% of their final grade, there is no coursework element.

#### **Syllabus overview-**

America from 1919 until 1973

Conflict and Tension in Asia from 1950 to 1975 including the Korean and Vietnam War

Health and the People from c.1000BC to the present day

Norman England c.1066 until c.1100

## **A 'level'**

AQA syllabus is currently offered for A level. At the end of year 13 two exams and a personal study complete the qualification.

Syllabus overview

The Tudors England 1465-1603

Democracy and Nazism: Germany 1918 - 1945

## **SUBJECT – *Interview Lessons***

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Shortlisted candidates will be required to teach a lesson. When planning for this, please consider the guidance below.

### **WHAT WE WILL BE LOOKING FOR:**

- teaching that engages and includes all students with work that is challenging enough and that meets the students' needs;
- teachers who command the respect of their classes, set out clear expectations for students' behaviour and, where appropriate, start and finish lessons on time and manage teaching resources effectively;
- responses from students within the lesson that demonstrates sufficient gains in their knowledge, skills and understanding; including literacy and mathematics;
- teachers who monitor students' responses in lessons and adapt their approach accordingly;
- teachers that seek to assess the effectiveness of their own teaching and adapt accordingly;
- teachers who give the necessary attention to the most able and the disadvantaged, as they do to low-attaining students or those who struggle at school in their education.

### **PLEASE NOTE**

Details of the class and the duration of the lesson will be provided pre-interview.

### **RESOURCES AVAILABLE**

A projector and white board will be available

Class set out in rows

Students will have their exercise books

Any further requirements, please let us know.

## POST - *Person Specification*

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|     | Essential Criteria: Mainscale  | Application | Selection Process | Reference Prior to Selection day | Post offer check |
|-----|--|-------------|-------------------|----------------------------------|------------------|
| 1.  | Graduate (or equivalent).  | ✓           |                   |                                  | ✓                |
| 2.  | PGCE or equivalent (or expectation of its achievement in June 13).                   | ✓           |                   |                                  | ✓                |
| 3.  | Exemplary attendance.  |             |                   | ✓                                |                  |
| 4.  | Commitment to enhancing the literacy and numeracy skills of all students             |             | ✓                 |                                  |                  |
| 5.  | Confident speaker and presenter.   |             | ✓                 |                                  |                  |
| 6.  | Attention to detail  | ✓           | ✓                 |                                  |                  |
| 7.  | High expectations of students' uniform and presentation of work                      |             | ✓                 |                                  |                  |
| 8.  | Profile of value – added results (for practising teachers. Not applicable to NQTs).  | ✓           | ✓                 | ✓                                |                  |
| 9.  | Exemplary professional dress   |             | ✓                 |                                  |                  |
| 10. | Effective classroom management skills.   |             | ✓                 |                                  |                  |
| 11. | Exemplary subject knowledge.   |             | ✓                 |                                  |                  |
| 12. | Ability to inspire students  |             | ✓                 |                                  |                  |
| 13. | Excellent organisational skills.   | ✓           | ✓                 |                                  |                  |
| 14. | Understanding and application of assessment for learning.                            |             | ✓                 |                                  |                  |
| 15. | Commitment to stretch the most able and supporting all to achieve excellent outcomes | ✓           | ✓                 |                                  |                  |
| 16. | Well-developed verbal and written skills.  | ✓           | ✓                 |                                  |                  |
| 17. | Dedicated to further professional development to enhance practice                    | ✓           | ✓                 | ✓                                |                  |
| 18  | Understanding of the statutory requirements for safeguarding                         |             | ✓                 |                                  |                  |





**POST TITLE & PAY SCALE:** Subject Leader – Religious Education - TLR Level 4 (£4,921)

**LINE MANAGER:** Director of Faculty – Humanities

**FAIRFAX PURPOSE:**

Fairfax is committed to providing a first class education to each and every student that attends the Academy. The values of mutual respect, high expectations and ensuring the progress of every individual in a safe and welcoming environment, is the underpinning ethos that every employed member of staff is expected to demonstrate. Professional Development and assistance to support up-to-date practice will be offered to all, ensuring staff have the ability to effectively deal with the changing landscape of education and ensure that we continue to meet the Teachers' Standards that are set out.

*The Academy is committed to safeguarding the welfare of all children and young people and expects all staff to share this commitment.*

**CORE DUTIES SPECIFIC TO THIS POST:**

**The Subject Leader will, under the direction of the Director of Faculty:**

- Be responsible to the Director of Faculty (Humanities) for ensuring the effective co-ordination of all aspects of Religious Education teaching;
- Effectively lead the learning and teaching of Religious Education;
- Contribute to the monitoring of standards of performance of learning and teaching;
- Ensure provision of high quality, challenging Religious Education Schemes of Learning for students in the Key Stages 3, 4 and 5, which ensures student progress;
- Drive for continuous improvement of Religious Education results;
- Develop and enhance the teaching practice of others;
- Plan for, develop and lead the effective use of Religious Education resources within the Religious Education Curriculum area;
- Be responsible for the management and organisation of exam entries, homework, controlled assessments, data input for student progress, internal Religious Education examinations, moderation and teacher assessment of Religious Education;
- Arrange cover work for Religious Education as appropriate;
- Be responsible for alternative curriculum provision;
- Ensure that homework is set in line with the Academy's policy;
- Implement and manage intervention activities for students;
- Promote and lead extra-curricular activities to enhance the provision for all students;
- To work in conjunction with the Assistant Head Teacher (Student Wellbeing) to ensure the effective provision of SMSC.

**THE MANAGEMENT OF STAFF:**

- To be responsible for the line management and performance management of Religious Education teachers;
- To contribute to good leadership and management practice by ensuring positive staff participation, effective communication and procedures;
- To participate in arrangements for the appraisal of the performance of teaching staff;
- The provision of professional advice and support and the identification of training needs.

**CLASS TEACHER RESPONSIBILITIES:**

- To undertake such duties as their respective Director of Faculty or Line Manager may determine as reasonably falling within the role;

- To undertake whole Academy duties as may be reasonably determined by the Head Teacher;
- To carry out the duties of a teacher as set out in the current Teachers' Standards Document (September 2012);
- To develop students' Literacy and Numeracy skills within a specialist subject area;
- To differentiate each learning task to ensure all learners within a group make progress in every lesson, liaising with Learning Support Assistants as necessary;
- To regularly assess students work, give appropriate feedback (formative and summative) and use student data to plan differentiated tasks in lessons and homework;
- Ensure every student knows their level or sub-level and understands the steps required to achieve the next stage in their progress and attainment;
- To be an exemplary role model in terms of dress, punctuality and attendance;
- To attend and participate in Parent and Open Evenings as required;
- To uphold the Academy's Behaviour for Learning Policy and Uniform Code;
- To participate in staff training, INSET and Professional Development opportunities;
- To be a Form Tutor in one of the Academy's four Houses;
- Ensure that the learning environment is attractive, tidy, safe and conducive to student learning;
- To adhere to the Academy policies regarding Health and Safety, ICT usage and educational visits/trips;
- To provide cover for staff in line with the 'Rarely Cover Agreement'.

Teachers in the Upper Pay Scale will be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards. In particular, teachers at UPS 3 will:

- Provide a role model for professional practice in the school;
- Make a distinctive contribution compared with other less experienced teachers;
- Contribute effectively to the wider team.

**Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants**