# FAIRFAX
## SINCERITAS LABORIS

# TEACHER OF BUSINESS & ICT (PART-TIME 0.5)

Candidate Information Pack

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

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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*

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

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

# WELCOME – *Head of Academy*

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*

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.

Business and Computing subjects have long been delivered at Fairfax, attracting large numbers of students and achieving excellent results.

We are looking for an enthusiastic person to join our hardworking and close knit team, who is able to contribute, in particular, to the teaching of Business and ICT.  An ability or willingness to teach Computer Science would also be useful.  The successful candidate will help us to maintain and further develop the popularity and academic success that the Faculty enjoys.

The Faculty teaching rooms are well resourced with multimedia projectors, several PC suites and interactive whiteboards.

The Faculty uses a wide range of teaching, learning and assessment strategies to create outstanding lessons which inspire students, whilst ensuring excellent progress.  There is a strong sense of commitment to helping students succeed both in and out of lesson time.

The Faculty delivers a diverse range of subjects across all the key stages:

**Key Stage 3 (Years 7 and 8)**

- Business, Computer Science and ICT

At Key Stage 3, students have one lesson per week.  Students learn foundation knowledge and skills for GCSE Business, GCSE Computer Science and Level 2 ICT.

**Key Stage 4 (Years 9 to 11)**

- GCSE Business

- GCSE Computer Science

- Level 2 ICT

Students opting to study GCSE Business, GCSE Computer Science or Level 2 ICT start their three year course at the beginning of Year 9.

Students taking GCSE Business follow the Edexcel GCSE (9-1) Business specification.  Students study Theme 1: Investigating Small Business and Theme 2: Building a Business.

Students taking GCSE Computer Science follow the Eduqas GCSE in Computer Science specification. Students currently complete Unit 1: Understanding Computer Science, Unit 2: Computational Thinking and Programming and Unit 3: Software Development.

For students opting to study Level 2 ICT, the Faculty has recently started to deliver the OCR Cambridge Nationals Level 2 in Creative iMedia specification.  Students complete the mandatory units R081: Pre-production Skills and R082: Creating Digital Graphics.  Students also complete two optional units which may include website development, animation and /or interactive multimedia.

**Key Stage 5 (Years 12 and 13)**

- A Level Accounting

- A Level Business

- A Level Computer Science

- A Level Economics

- A Level Law

- Level 3 ICT

At Key Stage 5, students opting to study A Level Accounting follow the AQA specification.

Students taking A Level Business follow the Edexcel A Level Business specification.  Students study Theme 1: Marketing and People, Theme 2: Managing Business Activities, Theme 3: Business Decisions and Strategy and Theme 4: Global Business.

Students taking A Level Computer Science follow the OCR A Level Computer Science specification. Students study Component 1: Computer Systems, Component 2: Algorithms and Programming and Component 3: Programming Project.

Students opting to study A Level Economics follow the Edexcel (Economics B) specification and those wishing to study A Level Law follow the AQA specification.

For students opting to study Level 3 ICT, the Faculty has recently introduced the Edexcel Level 3 BTEC National Extended Certificate in Information Technology.  In Year 12, students currently complete Unit 2: Creating Systems to Manage Information and Unit 3: Using Social Media in Business.  In Year 13, students are expected to complete Unit 1: Information Technology Systems and Unit 6: Website Development.

## SUBJECT – *Interview Lessons*

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*

| | 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 | | ✓ | | |

# Mainscale Teacher

**FAIRFAX**
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| Post Title | Mainscale Teacher |
|---|---|
| Salary Range | M1 – M6 |
| Accountable to | Director of Faculty |
| Leading & Managing | No-one |
| Working Time | Part-time 0.5 |
| Liaising with | Leadership Team, Subject Leaders, Student Support and Pastoral Teams |
| Expected Outcomes | <ul><li>To be accountable for student progress and development within the curriculum area.</li><li>To maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work and contribute to the development, implementation and evaluation of the policies and practice of the school.</li><li>To be committed to providing a first class education to each and every student that attends the academy through their own professional development</li><li>To be a role model of professionalism and good practice</li><li>To develop and enhance the practice of others.</li><li>Promote and support the safeguarding and personal development and welfare of children at the academy</li></ul> |

## Behavioural Responsibilities

- To uphold, exude and extend the core values of the trust:
  - To promote and maintain high standards and the pursuit of excellence in all aspects of work
  - To strive for the best for every child
  - To go 'the extra mile' to ensure quality outcomes
  - To ensure articulacy in written and verbal communication
  - To demonstrate and promote resilience in adversity or challenge
  - To act with warm gravitas and in an open and transparent way to both students and staff

## Professional attributes:

**Relationships with children and young people**

- Have high expectations of our students, including a commitment to ensuring that they can achieve their full educational potential.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Build good working relationships with the students in their care both as subject teacher and form tutor.

**Communicating and working with others**

- Communicate effectively with students, colleagues and other professionals.
- Communicate effectively with parents and carers encourage them to participate in discussions about the progress, development and well-being of their child.
- Recognise the contributions that colleagues, parents and carers can make to the attainment and well-being of their child.

**Personal professional development**

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified; to act upon advice and feedback and be open to coaching and mentoring.

**Professional knowledge and understanding:**

**Teaching and learning**
- Have a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential.
- Have a secure understanding of their curriculum area and related pedagogy including: the contribution that their curriculum area can make to cross-curricular learning; awareness of new developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks for their curriculum area and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and new technologies to support their teaching and wider professional activities.

**Assessment and monitoring**
- Know the assessment requirements and arrangements for the subjects they teach and use a range of approaches to assessment
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information to provide students with accurate and constructive feedback on their strengths and areas for development.

**Achievement and diversity**
- Understand how children and young people develop and how the progress, rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for students with special educational needs, disabilities and other individual learning needs; know when to draw on the expertise of colleagues.

**Professional skills:**

**Planning**
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for students to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain students' progress and to extend and consolidate their learning.

**Teaching**
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources; build on the prior knowledge and attainment of those they teach; develop concepts and processes which enable students to apply new knowledge, understanding and skills; adapt their language to suit the students they teach; manage the learning of individuals, groups and whole classes effectively to suit the stage of the lesson and the needs of the students.

**Assessing, monitoring and giving feedback**
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide students, colleagues, parents and carers with timely, accurate and constructive feedback on students' attainment, progress and areas for development.
- Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent students.

- Use assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan.

**Reviewing teaching and learning**
- Review the effectiveness of their teaching and its impact on students' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to students and guide students on how to improve their attainment and refine approaches accordingly

## Personal Development, Behaviour and Welfare Responsibilities
- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- To ensure the behaviour policy and systems are implemented effectivelyso that effective learning can take place.
- To monitor student attendance together with students' progress and performance, with the Form Tutor, in relation to targets set for each individual ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To contribute to personal development of students through lessons, the role of the tutor and extra-curricular activities
- Make referrals to Pastoral and Learning Support teams on issues affecting learning and progress
- Make contact with parents/carers to discuss student achievement

## Other Specific Responsibilities
- To play a full part in the life of the School community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students to follow this example.
- To continue personal professional development as agreed.
- To engage actively in the performance review process.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above

**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**