



TEMPORARY TEACHER OF RE – TO COVER A MATERNITY LEAVE

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*

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 handwritten signature in black ink, appearing to read 'Chris Stevens', followed by a long horizontal line.

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

WELCOME – *Head of Academy*

Dear

Candidate

Education is the bedrock for a successful and fulfilling life. Our aim is to prepare each and every student to succeed in a 21st Century workplace and have the skills and competencies to do this. Our broad and balanced curriculum underpins our ethos of creativity, innovation and mastering of the basics; reading, writing, communicating and mathematics.



We are proud of our pedigree both locally, nationally and internationally through our endeavours with the Duke of Edinburgh Award, World Challenge Expeditions and cutting edge Teaching and Learning initiatives. Our House system provides the support, challenge and competition to help students develop the confidence to achieve more and our Annual Eisteddfod celebrates our artistic talent. Fairfax succeeds in a variety of local and national sport team events; including our physically disabled students who regularly take part in regional Zone Hockey competitions.

My personal aim is to ensure that each student's individual experience is as enjoyable and rewarding as possible. I believe in the basics and will relentlessly pursue excellence in punctuality, behaviour, uniform and respect for one another. The mantra of 'All of us, all of the time' resonates throughout Fairfax in everything we do.

Yours sincerely,

Debbie 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.

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*

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



| | |
|--------------------|---|
| Post Title | Mainscale Teacher |
| Salary Range | M1 – M6 |
| Accountable to | Director of Faculty |
| Leading & Managing | No-one |
| Working Time | Temporary Full Time to cover a maternity leave |
| Liaising with | Leadership Team, Subject Leaders, Student Support and Pastoral Teams |
| Expected Outcomes | <ul style="list-style-type: none"> To be accountable for student progress and development within the curriculum area. 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. To be committed to providing a first class education to each and every student that attends the academy through their own professional development To be a role model of professionalism and good practice To develop and enhance the practice of others. Promote and support the safeguarding and personal development and welfare of children at the academy |

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 effectively so 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