



# TEACHER OF GEOGRAPHY

## TEACHER'S MPS

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

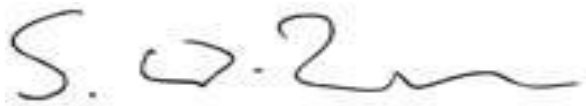
Thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

FMAT was established in 2014 and now comprises four Academies which serve a student community of almost 4500 students. The MAT has a small core team in addition to all the academy based staff, and the organisation as a whole works collaboratively to ensure that everything we do can positively impact the lives of our students. All of our Academies are located within the West Midlands and are situated within a maximum distance of 14 miles of each other.

I became the CEO of FMAT in February 2020, having previously worked in a wide range of senior MAT roles in other Trusts within the Midlands. I chose to lead FMAT because I genuinely believe in its core mission "enriching lives and transforming futures". We are looking for individuals who share that passion and feel they can make a positive difference to everyone within our community.

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 real difference!

Yours sincerely



**SIMON JONES**  
**CEO**



## **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

A stylized, handwritten signature in black ink, appearing to read 'DB' with a flourish extending to the right.

**DEBORAH BUNN**  
**Head of Academy**

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

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Fairfax Academy is a large comprehensive school in the area of Sutton Coldfield which has retained two selective grammar schools. The proportion of pupil premium students is beneath the national average, as is the number of students with an EHCP or identified special needs. Fairfax is proud to be a fully accessible mainstream school. The Academy recently celebrated its 60<sup>th</sup> anniversary and is proud to maintain many of its traditional and inclusive values.

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)  
Sam Thompson  
Angela Easton (Subject Leader)  
Lisa Openshaw  
Caroline Allen  
Alex Martin  
Katie Melody (Subject Leader)  
John McCall  
Rosie Birch (Subject Leader)  
Sima Kaur  
Charlotte Grisedale

**Specialism**

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

**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:** Geography Teacher

**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:**

**Outcomes**

- 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 Fairfax 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 professional warmth and in an open and transparent way to both students and staff

**Personal Development, Behaviour and Welfare Responsibilities**

- To be familiar with the Academy'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

## **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

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**