



LEAD PRACTITIONER

Candidate Information Pack

 **ERDINGTON**
ACADEMY

 **FAIRFAX**
MULTI-ACADEMY TRUST

WELCOME - *CEO of the Trust and the Headteacher*

Dear Candidate,

Firstly, thank you for considering joining Erdington Academy. Erdington Academy joined the Fairfax Multi Academy Trust (FMAT) as a sponsored Academy on 1 September 2016.



Established in 2014, the FMAT has a belief that education is the bedrock for a successful and fulfilling life; with an aim to prepare each and every student to succeed in the 21st Century by pursuing excellence in punctuality, behaviour, uniform, respect for one another and outstanding outcomes in the classroom.

Academic success is vital; however, developing the whole person through extra-curricular opportunities also plays centre stage in our ethos.

The Trust is fortunate to have so many fantastic, dedicated and committed professionals in its academies and schools and I personally am honoured to work with them. I do hope you find this pack informative and I look forward to hearing about your application. You will be joining a fantastic organisation that will offer you many opportunities to progress as an individual and support you in attaining whatever position you aspire to achieve. Good luck and my sincere good wishes in your professional career.

Yours sincerely

Andy Bird

CEO

Fairfax Multi-Academy Trust

Dear Candidate,

Thank you for your interest in Erdington Academy. Erdington Academy is a comprehensive school that has a rich history, is rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



At Erdington Academy, we are committed to high standards of presentation, behaviour and achievement. A calm, purposeful environment is the key to successful learning and achievement. We are unashamedly ambitious. Our curriculum has an academic focus and we have close links with local universities, colleges and businesses.

The school is a tolerant community that welcomes all and celebrates diversity. We believe that every child can achieve their potential and we work hard to ensure that all our students will strive to be the best they can be.

It is an exciting time for the Academy within the Fairfax Multi Academy Trust. Erdington Academy is a dynamic and rewarding place to work; you really can make a difference.

Yours sincerely

Mark Rhatigan

Head of Academy

CONTEXT - *Our school*

Our vision is clear, consistent and simple to understand. We expect excellence from our students and in return we aim to give them a challenging and enjoyable learning experience.

Dedication

We are relentless in making a life changing difference for our students because we care about young people.

Excellence

We know that excellent outcomes are a result of excellent habits.

Ambition

We all set challenging goals and expect everyone to go the 'extra mile' to achieve their best.

Integrity

We are truthful, sincere and open: we say what we mean and we always act with honesty and openness.



Teaching and Learning at Erdington Academy

Our dedicated teachers go the 'extra mile' because we are relentless in making a life-changing difference for our students. Teaching at Erdington Academy aims to secure deep learning and high-quality student outcomes in an atmosphere of discipline, courtesy and respect. Routines and structures are integral because we know that excellent outcomes are the result of excellent habits. Accurate assessment and quality feedback are also important and we set challenging goals and support students to achieve them.

CPD is strong and our teaching staff is dedicated to always enhancing practice through development and coaching to provide excellence for our students.

"Learning is the main business of the school" – Ofsted (June 2015)

Facilities

Erdington Academy is blessed with a wide range of facilities to support the learning of our children. Our staff take great pride in their classrooms ensuring the learning environment is stimulating and reflects the standards of work we expect.

Curriculum

We are proud of our broad and balanced curriculum that aims to equip every child with the knowledge and skills to make a positive step in the world. We place great emphasis on acquiring and mastering core skills in English and Mathematics to raise standards. We ensure that all students have the opportunity to try the full range of subjects to enjoy new experiences and we also have an extensive extra-curricular programme.

For a breakdown of historic school results and our latest Ofsted reports visit
www.erdingtonacademy.bham.sch.uk

Structure of the Department

The English Faculty is fortunate to have key individuals who work in a supportive capacity to ensure that Learning and Teaching are at the forefront of student progress. The faculty is staffed with a Key Stage 3 Leader, Key Stage 4 Leader, Lead Practitioner, Associate Assistant Headteacher along with 4 other staff members who have a wealth of experience in working with students who have EAL or SEN-D.

Exam information

We currently deliver AQA English Language and English Literature GCSEs.

Groupings

Students are set according to their prior attainment in streamed groupings.

Key Data

The English department have seen an increase with the grades achieved in both Language and Literature at GCSE. In particular, we were impressed with the English Literature results for 2017 with 43% of students achieving Grade 5 or above, with one student achieving a Grade 9.

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

THE TASK

Details of the task will be provided pre-interview.

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.

		Application	Interview/ Selection Process	Reference Prior to Interview	Post offer check
1.	Graduate (or equivalent).	✓			
2.	QTS (or expectation of its achievement in June 13).	✓	✓		✓
3.	ICT competency.	✓	✓		
4.	Exemplary health and attendance.			✓	✓
5.	Evidence of being at least a good teacher with potential to be outstanding.	✓	✓		
6.	Confident, sophisticated speaker and presenter.		✓		
7.	Attention to detail.	✓	✓		
8.	Profile of value – added results (for practicing teachers. Not applicable to NQTs).	✓	✓		
9.	Exemplary professional dress and demeaning skills.		✓		
10.	Highly developed classroom management skills.	✓	✓	✓	
11.	Exemplary subject knowledge.	✓	✓		
12.	Energy and drive.	✓	✓	✓	
13.	Organisational skills.	✓	✓	✓	
14.	Sensitivity to situation/context.		✓		
15.	Understanding of assessment for learning.	✓	✓		
16.	Understanding of the place of the environment in learning.	✓	✓		
17.	Sophisticated written skills.	✓	✓		
18.	Desire and potential for further professional development.	✓	✓		

Post Title	Lead Practitioner
Salary Range	Leadership Spine – L6 to 10
Accountable to	Assistant Headteacher for Coaching & Associate Assistant Head of Faculty
Leading & Managing	Staff on coaching improvement plans
Working Time	Full time
Liaising with	Leadership Team, other Curriculum Leaders, Heads of House, Pupil Support and relevant staff with cross-School responsibility, relevant non-teaching support staff and parents/carers
Purpose	<ul style="list-style-type: none"> • To be committed to providing a first class education to each and every student that attends Erdington Academy • To raise standards of pupil attainment and achievement within the Faculty. • To raise standards of teaching and learning across the academy • To be accountable for pupil progress and development within the Faculty. • To be a role model of professionalism and good practice • To develop and enhance the teaching practice of others. • To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the Faculty. • To be accountable for leading, managing and developing learning and teaching across a Faculty/the Academy. • To manage and deploy teaching/support staff, financial and physical resources within the Faculty effectively to support the Faculty development plan. • Promote and support the safeguarding and welfare of children at the academy.

Leadership and Management Responsibilities	
	<ul style="list-style-type: none"> • To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Faculty. • To support and advise on day-to-day management of teaching and learning. • To actively monitor and follow up pupil progress. • To implement Academy Policies and Procedures, e.g. Equal Opportunities, Health and Safety • To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Faculty are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager. • To work with the Assistant Head to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To promote teamwork and to motivate staff to ensure effective working relations. • To participate in the NQT programme. <p>(a) leading, managing and developing aspects of teaching and learning within the Faculty and across the Academy by:</p> <ul style="list-style-type: none"> ▪ developing innovative practice in raising standards of attainment in the Faculty; ▪ supporting the curriculum leader in developing agreed aspects of practice in the Faculty; ▪ monitoring and reviewing specific areas of responsibility within the Faculty; ▪ contributing to the improvement of teaching and learning across the academy. <p>(b) making an impact on the educational progress of students beyond those directly assigned by:</p> <ul style="list-style-type: none"> ▪ leading aspects of practice within the Faculty, as agreed with the curriculum leader; ▪ joint planning and delivery of the curriculum with colleagues, including collaboration with the Faculty; ▪ leading action research projects within the Faculty and across the academy; ▪ liaising with colleagues within the academy and beyond to develop exemplar practice; ▪ supporting the curriculum leader in contributing to relevant areas of self evaluation ▪ leading interventions out of hours; after school, half terms, holidays and weekends.

(c) leading, developing and enhancing the teaching practice of others by:

- promoting a clear vision for teaching and learning within the Faculty which embodies high expectations of staff and students;
- coaching and mentoring colleagues to improve practice and impact positively on student outcomes;
- contributing to whole school pedagogy as part of the academy's lead practitioner team;
- promoting collaborative approaches to teaching and learning;
- providing professional development for colleagues on aspects of lead practice;

Achievement and Progress Responsibilities

- To produce an annual examinations analysis and Faculty review as part of the School's self-evaluation cycle.
- To ensure the maintenance of accurate and up-to-date information concerning the student progress within the Faculty on the management information system.
- To analyse and evaluate, with the Faculty, performance data provided and take appropriate action in response.

Teaching and Learning Responsibilities

- To teach consistently good or better lessons
- To be accountable for the development and delivery of the Faculty's curriculum.
- Ensure that appropriate schemes of learning and assessment strategies are in place for all year groups and being followed by Faculty teachers.
- To keep up to date with and respond to national developments in the Faculty and teaching practice and methodology.
- To establish common standards of practice within the Faculty and develop the effectiveness of teaching and learning styles.
- To contribute to the Academy procedures for lesson observation.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- Ensure that appropriate homework is detailed in schemes of learning and is regularly set and marked.

Behaviour and Safety 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 Management system is implemented in their Key Stage 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 citizenship, enterprise and other cross-curricular issues according to Academy policy.
- 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 Academy 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 Academy'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