

SCHOOL & SIXTH FORM CENTRE

**Senior Leadership Team**

Candidate Information Pack

ASSOCIATE ASSISTANT HEAD OF ACADEMY - SCIENCE

**WELCOME** - *CEO of the Trust and the Head of Academy*

Dear Candidate

Firstly, thank you for considering joining one of our very successful schools within the

Fairfax Multi-Academy Trust. Established in 2014, we believe that education is the bedrock for a successful and fulfilling life. It is our aim to prepare each and every student to succeed in the 21st Century by pursuing excellence in attendance, 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 schools and I personally am honoured to work for them. I do hope you find this pack informative and look forward to hearing from the Head of Academy 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 expressing an interest in Smith’s Wood Academy.

At Smith’s Wood we do things *the Smith’s Wood Way*. This means that we strive for excellence in all that we do; we are dedicated and ambitious for ourselves and each other. We truly believe that there is dignity in hard work and effort and we believe in taking a traditional approach – manners, courtesy and respect are integral to our work. We believe in being open and transparent and in working with absolute integrity. I am proud to say that this is a school where staff and students support each other and take collective responsibility.

Having converted to an Academy on 1st April 2017 Smith’s Wood is currently at a pivotal point in its long history; this is an exciting opportunity to be involved in transforming the future direction of Smith’s Wood to make it one of the leading schools in the country. I am relentless in my drive and ambition to improve the outcomes for all who choose to join us on our journey.

Smith’s Wood Academy is a special place to learn and work; I urge anyone considering applying for a post with us to visit us, talk to existing colleagues and to our students to find out exactly what it is that makes us so special. I hope that you like what you read and that you choose to take the first steps in joining the Smith’s Wood Team.

Yours sincerely,



**Katy Craig**

**Head of Academy**

**CONTEXT** - *Our school*

Smith’s Wood Academy is located in the north of Solihull. There are approximately 1200 students on roll. Smith’s Wood is located in the north of the borough and falls within one of the most deprived areas in the country; the proportion of pupils in receipt of the Pupil Premium is well above average.

Smith’s Wood converted to an academy on the 1st April 2017, working in partnership with the Fairfax Multi-Academy Trust (FMAT) – already this partnership is highly effective in bringing about real and sustainable changes to the school and its community. The newly established leadership team is making important and rapid gains in terms of school improvement. We absolutely need to keep this momentum going and hope that you choose to join us as we move forward.

**SENIOR LEADERSHIP**  *The Team*

**Head of Academy**

Mrs Katy Craig

**Deputy Head of Academy**

Mr Andrew Deen

**Deputy Head of Academy**

Mr Richard Cornell

**Assistant Head of Academy** – Teaching & Learning

Mr Alex Laney

**Assistant Head of Academy** – Pastoral support and Guidance

Ms Ruth Kitchen

**Associate Assistant Principal** – English

Mrs Michelle Corrigan

**Associate Assistant Principal** – Mathematics

Mr Dave Clarke

**Associate Assistant Principal** – Science

Position vacant

**Associate Assistant Principal** – Humanities

Position vacant

**Associate Assistant Principal** – Head of Sixth Form and Vocational Learning

Mrs Wendy Seward

**SUBJECT** DELIVERY *Interview Lesson*

Shortlisted candidates will be required to teach a lesson. We are seeking to appoint an outstanding practitioner. 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;
* 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

Classrooms are set out in rows

Students will have their exercise books

Any further requirements, please let us know.

**Further details regarding the selection process will be issued prior to interview.**

**POST**  *Job description*

Associate Assistant Headteacher

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| Post Title | Associate Assistant Headteacher - Science |
| Salary Range | Leadership Spine 8-12 |
| Accountable to | Deputy Head of Academy |
| Leading & Managing | Teaching staff and support staff |
| Working Time | Full Time |
| Liaising with | Leadership, Student Support and Pastoral teams |
| Expected Outcomes | * To raise standards of student attainment and progress within the whole curriculum area(s) they oversee. * To be accountable for the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the relevant curriculum areas and for implementing developments to enhance teaching and learning. * To develop and enhance the teaching practice of others. * To be a role model of professionalism and good practice. * To be accountable for leading, managing and developing the relevant curriculum area(s). * To manage and deploy teaching/support staff, financial and physical resources to effectively support improvement planning. * Contribute to the development and implementation of the Academy Improvement Plan and be accountable for impact in specific areas. * Promote and support the safeguarding 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 . | |

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| As a member of the academy’s Leadership Team: |
| * Contribute to the creation and implementation of the Academy Improvement Plan and take strategic responsibility for aspects of it. * Support all staff in achieving the academy’s priorities and targets and monitor the progress of those aspects for which you have oversight. * Support the academy’s self-evaluation process and identify priorities for improvement. * Promote a clear vision for student progress which embodies high expectations for all against national standards. * Lead colleagues in the development, implementation and embedding of practice to secure accelerated progress. * The promotion of student and parental aspiration to maximize student progress, closing the gap on national benchmarks. * Be a model of excellence with own practice. * Develop and maintain positive working relationships with and between all students and staff throughout the academy. * Identify key professional development needs for those line managed and ensure that these are addressed through the provision of high quality coaching and mentoring. * Lead groups of staff in development activities and evaluate outcomes. * Ensure that the Head of Academy and Governors are well informed about policies, plans and priorities in the areas for which you have responsibility and that progress is evaluated and outcomes are shared. * Lead, monitor and embed change where identified to drive improvement. * Work with the colleagues to ensure that resources and staff are deployed appropriately to support data use and the achievement agenda. * Work with the senior leadership team in establishing priorities for expenditure in the areas for which you have responsibility and in monitoring the effectiveness of spending and use of resources. |

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| Leadership and Management Responsibilities |
| * To be responsible for the day-to-day management of staff within the designated curriculum area(s). * To ensure that all members of the team are familiar with aims and objectives within the framework of the Academy Improvement Plan. * To develop and review syllabi, resources, schemes of work, marking policies, assessment and teaching and learning strategies with the relevant curriculum areas. * To oversee day-to-day management, control and operation of course provision within the relevant curriculum areas, including effective deployment of staff and physical resources. * Secure high professional standards for all colleagues in the curriculum area(s). * To actively monitor and follow up student progress. * Implement an effective regime of quality assurance. * To implement Academy Policies and Procedures, e.g. Equal Opportunities, Health and Safety. * To work with colleagues to formulate aims, objectives and strategic plans for the curriculum area(s) which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the Academy. * To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the curriculum area(s) are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager. * To liaise with the Deputy Head of Academy to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan and Self Evaluation. * To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To be responsible for the efficient and effective deployment of support staff. * To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated curriculum area(s). * To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover, liaising with the cover supervisor/relevant staff to secure appropriate cover. * To participate in the interview process for teaching posts when required in line with trust-wide procedures and to ensure effective induction of new staff in line with procedures. * To promote teamwork and to motivate staff to ensure effective working relations. * To participate in the delivery of the Academy’s NQT programme. * To disseminate information from meetings. * To ensure effective communication/consultation as appropriate with the parents of students. * To liaise with partner Schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies. * To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including budget deployment. * Provide regular progress reports to the SLT and Governors on the curriculum area(s) and other aspects of responsibility. |

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| Achievement and Progress Responsibilities |
| * To establish the process of the setting of targets within the curriculum area(s) and to work towards their achievement. * To produce an annual examinations analysis and review as part of the academy’s self-evaluation cycle. * To ensure the maintenance of accurate and up-to-date information concerning the student progress within the curriculum area(s) on the management information system. * To analyse and evaluate performance data provided and take appropriate action in response. |

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| Teaching and Learning Responsibilities |
| * To teach consistently effective lessons in line with trust pedagogy, modelling best practice in the mastery approach. * To be accountable for the development and delivery of the curriculum. * Ensure that appropriate schemes of learning, knowledge organisers and assessment strategies are in place for all year groups and are being followed by the teaching team. * To keep up to date with and respond to national and local developments in relation to teaching practice and methodology. * To establish common standards of practice within the curriculum area(s) and develop the effectiveness of teaching and learning styles. * To ensure that the quality assurance procedures meet the requirements of self-evaluation and the Academy Improvement Plan. * To work with the Deputy Head of Academy in order to ensure that the curriculum area(s) teaching commitments are effectively and efficiently timetabled and roomed. * 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 in line with Academy policy. * Share aspects of best practice within the curriculum area(s) at whole-school level. |

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| Behaviour and Safety Responsibilities |
| * To be familiar with the Academy’s Child Protection Policy and to report concerns to the Designated Safeguarding Lead. * To actively promote the academy equality agenda for all. * To ensure the Behaviour Policy and systems are implemented consistently so that effective learning can take place. * To monitor student attendance together with students' progress and performance, with the class teacher, 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 act as a Form Tutor and to carry out the duties associated with that role. * To contribute to the personal development and welfare of students. |

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| 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 in the Leadership Section by STPCB not mentioned in the above. |

This job description lists the major duties and requirements of the job and is not all-inclusive. Under the

direction of the Head of Academy, the post holder may be expected to perform duties other than those

contained in this document and may be required to have specific job-related knowledge and skills.

Where the Associate Assistant Headteacher is also a subject leader then the job description for the

subject leader will also apply.

**POST**  *Person Specification*

**Associate Assistant Head of Academy – Science**

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

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| **QUALIFICATIONS** |  |
| * A good honours degree in a Science subject (E) * Qualified teacher status (E) * Second degree or further qualifications or study (D) | |
| **TEACHING and MANAGEMENT EXPERIENCE** |  |
| * An outstanding teacher (E) * Highly successful student outcomes (E) * Significant successful experience of Leadership and Management of a department/faculty (E) * A track record demonstrating a commitment to high standards, continuous improvement and quality assurance at all levels (E) * Proven ability to significantly impact upon achievement rates of pupils across the age and ability spectrum (E) * A track record of effectively leading/motivating pupils and staff and developing team approaches (E) * Successful experience of managing change in an educational situation (D) * Successful experience of working strategically, across a school, to improve teaching and learning standards (D) | |
| **PROFESSIONAL DEVELOPMENT** |  |
| * Evidence of a commitment to own professional development (E) * Evidence of keeping up to date with educational thinking and knowledge (E) * A strong commitment to the quality professional development of staff and experience of delivering high quality and effective professional development opportunities to colleagues (D) | |
| **KNOWLEDGE and SKILLS** |  |
| * Knowledge and understanding of recent legislation, development and initiatives in secondary education (E) * Evidence of the ability to communicate a clear vision to motivate an effective team to work with the College’s key partners (E) * Knowledge of the National Curriculum across all key stages and of the changes the revised performance measures will bring (E) * Ability to analyse and interpret data effectively and act upon findings (E) * An excellent understanding of the use of comparative data and target setting (E) * Sound budgetary management skills (D) | |
| **PERSONAL ATTRIBUTES** |  |
| * Ability to lead, inspire and motivate (E) * Ability to demonstrate sound, balanced judgements with decisiveness (E) * Ability to prioritise and manage time effectively (E) * Highly effective communicator and motivator of pupils and staff (E) * Ability to enable and empower others (E) * A team player with the ability to establish good working relationships with staff, pupils and parents (E) * Ability to set clear expectations and parameters and to hold others to account for their performance (E) * The ability to challenge underperformance (E) * A sense of humour, warmth, energy, stamina and resilience (E) * Potential for further promotion (E) | |

**EXCELLENCE.**

DEDICATION.

**AMBITION.**

INTEGRITY.

**TRADITION.**