



FAIRFAX
SINCERITAS LABORIS

A Fairfax Multi-Academy Trust School

TEACHER OF ENGLISH

Candidate Pack



FAIRFAX
MULTI-ACADEMY TRUST

WELCOME – *Interim 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 purpose 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 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

CHRISTOPHER STEVENS
INTERIM CEO - Fairfax Multi-Academy Trust

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 optimize 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!

MRS D J BUNN
Head of Fairfax 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.

SUBJECT – *English*

The Department

The English Faculty is a very successful and busy faculty, and we pride ourselves on high standards across the age and ability range. We ensure our students realise their full academic potential, whilst making the subject enjoyable and rewarding for all. Wherever possible, staff teach across the complete 11–18 age range.

The English team has a record of achieving good and outstanding results and this year we achieved a record breaking 89% A*-C in English Language and English Literature combined. We are extremely proud of our students' achievements and we are working hard to maintain results with our current Year 11. Historically we have successfully delivered AQA GCSE specifications and we remain with AQA as we reach the midpoint with the new GCSEs. All students study English Language and English Literature and pride ourselves in the consistency of delivery and support we offer to our students.

At Key Stage 5, students study AQA English Language and AQA English Literature; 100% pass rate is consistently achieved and students regularly demonstrate good and outstanding performance in ALPs analysis. Results at A Level are some of the best within the school and we regularly celebrate students' A* achievement in English.

With the increased emphasis on English results in league tables and with the introduction of Progress 8 we are proactive in developing creative strategies to raise achievement. We implement a dedicated and personalised intervention strategy through our coaching system, through revision sessions and through masterclass and we ensure that all students are supported to achieve their potential. The quality of learning and the level of challenge is high on our agenda – we demonstrate best practice in formative assessment and marking strategies and are focussing our work on matching activities in lessons to more specific learning objectives and development of key skills. We have embarked on an exciting journey to develop our Key Stage 3 and 4 curriculum in conjunction with our partner schools, to ensure students 'master' skills required to achieve outstanding results in the new GCSEs. From Year 7, students will focus on challenging material and face regular GCSE style assessment to make sure that they are well prepared for the demands of 100% examination.

We continually review our schemes of learning, our courses and our provision to ensure students are afforded the most appropriate opportunities to achieve. It is always our aim to maintain our current level of retention post 16 - in the Sixth Form - A Level English subjects have always been popular with our students and we take pride in our students' achievement at this level and beyond.

The English Faculty is extremely well resourced. All of our nine English classrooms are equipped with multi-media projectors and we also have access to the Library and computer suites to further develop and enhance the use of ICT within the curriculum.

The Faculty is committed to extending learning provision beyond the classroom. We have strong links with the library and the SEND Faculty and with local primary schools. Our talented staff team includes Heads of House and an Assistant Headteacher. English Faculty staff are well known for playing an active role in school life – leading extra-curricular activities including visits, theatre and education trips, outdoor education and the annual Eisteddfod.

Staffing in September 2016

Katherine Ford – Director of English

Syrah Ahmed – Teacher of English and Head of House

Samantha Asbury – Teacher of English

Claire Bradley – Subject Leader – KS3 (part-time)

Lucy Essex – Teacher of English – Subject Leader KS4

Charlotte Flinter – Teacher of English

Jessica Gardner – Teacher of English

Wendy Gray – Teacher of English - Assistant Head Teacher – 6th Form

Judith Hickling – Teacher of English, Literacy Co-ordinator

Puja Panday – Teacher of English

Tibbi Samuels – Teacher of English

Diane Shargill – Teacher of English - Subject Leader KS5

Sybil Sutherland – Teacher of English

Lorren Taylor-Ford – Teacher of English

We also work closely with local Universities and other training agencies to offer placements to students training to teach.

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

Students will be taught in a classroom with a multi-media projector.

A staff laptop will be left in the classroom for use should it be required.

Lined paper will be available for students to use – they will also have their own writing equipment.

Should you have any other specific requirements, please let us know.

POST - *Person Specification*

	Essential	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 & PAY SCALE: Subject Teacher within English Faculty

LINE MANAGER: Subject Leader

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.

CLASS TEACHER RESPONSIBILITIES:

- To undertake such duties as their respective Director of Faculty or Line Manager may determine as reasonably falling within the role;
- To undertake whole Academy duties as may be reasonably determined by the Head Teacher;
- To carry out the duties of a teacher as set out in the current Teachers' Standards Document (September 2012);
- To develop students' Literacy and Numeracy skills within a specialist subject area;
- To differentiate each learning task to ensure all learners within a group make progress in every lesson, liaising with Learning Support Assistants as necessary;
- To regularly assess students work, give appropriate feedback (formative and summative) and use student data to plan differentiated tasks in lessons and homework;
- Ensure every student knows their level or sub-level and understands the steps required to achieve the next stage in their progress and attainment;
- To be an exemplary role model in terms of dress, punctuality and attendance;
- To attend and participate in Parent and Open Evenings as required;
- To uphold the Academy's Behaviour for Learning Policy and Uniform Code;
- To participate in staff training, INSET and Professional Development opportunities;
- To be a Form Tutor in one of the Academy's four Houses;
- Ensure that the learning environment is attractive, tidy, safe and conducive to student learning;
- To adhere to the Academy policies regarding Health and Safety, ICT usage and educational visits/trips;
- To provide cover for staff in line with the 'Rarely Cover Agreement'.

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.