

SMITH'S WOOD ACADEMY

SUBJECT LEADER - ART

Candidate Information Pack
Job Start Date: 1st April 2019
Closing Date: 16th December 2018
Interview Date: W/C 17th December

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

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.

ADDITIONAL WAYS IN WHICH SMITH'S WOOD ACADEMY PROMOTE A GOOD WORK-LIFE BALANCE

At Smith's Wood Academy, you will also benefit from the following:

- No marking of classwork - our feedback policy has proven to be more effective and helped to reduce teacher workload.
- Excellent sport and fitness facilities, including a fully equipped fitness suite and swimming pool.

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

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

WELCOME – *Head of Academy*



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,

K Craig

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 – Student Welfare
Mrs Jackie Mace

Assistant Head of Academy – Behaviour
Mr Jon Morris

Associate Assistant Head of Academy – English
Mrs Michelle Corrigan

Associate Assistant Head of Academy – Mathematics
Mr Dave Clarke

Associate Assistant Head of Academy – Science
Mr Stephen Thorpe

Associate Assistant Head of Academy – Humanities
Mr Daniel Giles

Associate Assistant Head of Academy – Vocational Learning
Mrs Wendy Seward

Associate Assistant Head of Academy – Creative & Performing Arts
Mrs Louise Ellis

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must have qualified teacher status and be registered with the Teaching Agency. Any offer of employment will be subject to receipt of a satisfactory DBS certificate.

SUBJECT: 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.

Subject Leader - Art

Post Title	Subject Leader
Salary Range	MPS/UPS + TLR4 (£4,921)
Accountable to	Associate Assistant Headteacher
Leading & Managing	
Working Time	Full Time
Liaising with	Leadership Team, other Subject Leaders, Associate Assistant Heads of Faculty, Student Support and pastoral staff
Expected Outcomes	• To raise standards of student attainment and progress within the subject area of the curriculum they oversee • To be accountable for the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject area and for implementing developments to enhance teaching and learning within the subject • 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 subject area. • To manage and deploy teaching/support staff, financial and physical resources within the subject area effectively to support the Faculty development plan. • Contribute to the development and implementation of the Faculty Development Plan and be accountable for impact in specific areas • Promote and support the safeguarding and welfare of children at the school.

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

Leading, managing and developing the curriculum area by:

- Arranging curriculum team meetings, as required, with appropriate agendas and minutes
- Reviewing curriculum policy and practice
- Overseeing resource and asset management in the curriculum area;
- Overseeing the budget of the curriculum area and ensuring it meets the needs of students and staff
- Ensuring that curriculum development is ongoing and takes account of local and national agendas
- Overseeing the risk assessment and health and safety procedures across the curriculum area

Making an impact on the educational progress of students beyond those directly assigned by:

- Ensuring that students receive their entitlement to a broad and balanced curriculum which meets the national requirements
- Co-ordinating the work of a team of subject teachers to ensure continuity and progression
- Ensuring that students experience an educational programme that meets their particular needs as identified through a robust assessment system
- Ensuring that data is used to inform curriculum delivery and support student progress
- Ensuring that challenging attainment and progress targets exist for individual students within the curriculum area
- Ensuring that student progress is tracked effectively and appropriate interventions are made where students are underachieving to impact on outcomes

- Implementing and supporting inclusion within the curriculum area, liaising with support staff where appropriate
- Contributing to cross curricular and extra-curricular initiatives within the faculty and beyond
- Contributing to relevant sections of the Faculty Development plan

Leading, developing and enhancing the teaching practice of others by:

- Promoting a clear vision for the curriculum area which embodies high expectations of staff and students
- Developing collaborative approaches to long, medium and short term planning and curriculum delivery
- Modelling good practice in teaching and learning
- Supporting colleagues in promoting a positive climate for learning
- Monitoring the impact of teaching and learning within the curriculum area and developing teaching as appropriate to impact on outcomes
- Identifying key professional development needs for those line managed and ensuring that these are addressed through the provision of high quality coaching and mentoring, liaising with leadership teams
- Contributing to Governing Body reports and other meetings as required.

Behaviour and Safety 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 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 the personal development and welfare of students according to School 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 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

	Essential Criteria: Subject Leader	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	✓	✓	✓	
9	Ability to develop the teaching of others in the curriculum area		✓		
10	Ability to interpret complex data into clear actions		✓		
11..	Exemplary professional dress		✓		
12.	Effective classroom management skills.		✓		
13.	Exemplary subject knowledge.		✓		
14.	Ability to inspire students and staff		✓		
15	Excellent organisational skills.	✓	✓		
16.	Understanding and application of assessment for learning at class and departmental level		✓		
17.	Commitment to stretch the most able and supporting all to achieve excellent outcomes	✓	✓		
18.	Well-developed verbal and written skills.	✓	✓		
19..	Dedicated to further professional development to enhance practice	✓	✓	✓	
20.	Understanding of the statutory requirements for safeguarding		✓		
21	Understanding and promotion of fundamental British Values		✓		
22	Committed to equality, diversity and inclusion	✓	✓		
23.	**Commitment to core values**	✓	✓	✓	