

SMITH'S WOOD ACADEMY

TEACHER OF SCIENCE

Candidate Information Pack

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

FAIRFAX MULTI-ACADEMY TRUST

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

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 pupil's, 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 pupil's.

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,

Chris Stevens
Interim 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,

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 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

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: Teacher of Science

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.

Mainscale Teacher

Post Title	Mainscale Teacher (Science)
Salary Range	MPS
Accountable to	Head of Department
Leading & Managing	
Working Time	Full Time
Liaising with	Leadership Team, Subject Leaders, Student Support and Pastoral Teams
Expected 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 practices of the academy. • 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 and to uphold the policies and practices of the academy. • To develop and enhance the practice of others. • Promote and support the safeguarding and personal development 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

Professional attributes:

Relationships with children and young people

- Have high expectations of our students, including a commitment to ensuring that they can achieve their full educational potential.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Build good working relationships with the students in their care both as subject teacher and form tutor.

Communicating and working with others

- Communicate effectively with students, colleagues and other professionals.
- Communicate effectively with parents and carers and encourage them to participate in discussions about the progress, development and well-being of their child.
- Recognise the contributions that colleagues, parents and carers can make to the attainment and well-being of their child.

Personal professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.

- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified; to act upon advice and feedback and be open to coaching and mentoring.

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 trust 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 lessons that reflect the mastery approach to teaching and learning.
- 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: 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.
- Deliver lessons that reflect the mastery approach to teaching and learning.

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 accordingly.

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.

Personal Development, Behaviour and Welfare Responsibilities

- To be familiar with the academy's Child Protection Policy and to report concerns to the Designated Safeguarding Lead (DSL).
- 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.

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 actively engage in personal professional development.
- 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.

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.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification – Teacher of Science

The successful candidate will possess all or most of the following attributes: E= Essential, D = Desirable

QUALIFICATIONS	
• Qualified Teacher Status	E
• First degree or equivalent in Science based subject	E
TEACHING and EXPERIENCE	
• Experience of being an effective team member	E
• Experience of teaching GCSE Science	D
• The ability to set consistently high expectations for all students through class work and homework	E
• Able to organise own workload in the context of varied tasks	E
PROFESSIONAL DEVELOPMENT	
• Commitment to own professional development	E
KNOWLEDGE and SKILLS	
• Knowledge of requirements of the National Curriculum in Science	E
• Ability to use ICT within a classroom	D
• Ability to relate well to staff and students	E
• Initiative, adaptability and flexibility	E
• Demonstrable written and oral communication skills	E
PERSONAL ATTRIBUTES	
• Proactive in approach and ability to show initiative	E
• The ability to prioritise and manage time effectively	D
• Excellent organisational, planning and evaluative skills	D
• Self motivation and personal drive to complete tasks to required timescales	E
• The ability to enthuse, motivate and enable others to achieve results	D
• To be an effective communicator	E
• To be an excellent team player with the ability to establish good working relationships with staff, pupils, parents and external partners	D
• The ability to demonstrate sensitivity when dealing with difficult situations	D
• Willingness to contribute to after college activities	D
• Enthusiasm and sense of humour	E
• Commitment to equality principles	E