



FAIRFAX
SINCERITAS LABORIS

A Fairfax Multi-Academy Trust School

TEACHER OF MATHEMATICS

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 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 – *Teacher of Mathematics*

The Department

This is an exciting time to join the Mathematics faculty, and a great opportunity to be involved in the next stage of development of this strong team within Fairfax Academy. Over the last few years, there has been a real drive to improve consistency and raise the quality of learning through formative assessment, improved differentiation techniques and closing the pupil premium gap. This is an ideal opportunity for a colleague who is ambitious, creative and enthusiastic about helping students to learn in a strong supportive environment.

Maths is a popular Faculty as reflected in the number of students choosing to study Mathematics at Advanced level. The post offers teaching across the age and ability range. The Mathematics faculty currently has 13 teachers and is mostly situated in one teaching block.

Mathematics Curriculum

We have a two year KS3 programme and an exciting Scheme of Work to develop Maths learning skills to prepare them for courses in KS4.

At GCSE, students are currently prepared for Foundation and Higher Levels offered by Edexcel examination board. Maths groups are structured to allow teaching to be targeted at particular levels.

Fairfax offers Advanced Level Mathematics and Further Maths. We currently prepare students for the Edexcel examination, and with changes to A'level this is an exciting time to join the team.

We have many resources for making lessons interesting and relevant including starter activities, mini-whiteboards. We firmly believe in offering a well-structured revision programme for exam groups and as such our results have been significantly above national standards.

Staffing in January 2018

Adele Ashton - Director of Faculty

Amy Beddoe - Subject Leader KS5

Ann Clewes – Teacher of Mathematics

Warren Griffiths – Teacher of Mathematics

Anushka Kalicharan – Numeracy Co-ordinator

Jessica Lam – Teacher of Mathematics

Andrea Reid – Teacher of Mathematics

Stacey Lloyd – Teacher of Mathematics

Joanna Paris – Teacher of Mathematics

Alan Rose - Subject Leader - KS4

Abbie Sheldon – Teacher of Mathematics

Helen Windridge - Subject Leader – KS3 lead

Richard Cooper – teacher of Mathematics

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 Mathematics 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