

ERDINGTON ACADEMY

SUBJECT LEADER – KS3 SCIENCE

Candidate Information Pack

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

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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.

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 the Academy*

Dear Candidate,



Thank you for your interest in Erdington Academy. Erdington Academy is a comprehensive school that has a rich history, is rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.

At Erdington Academy, we are committed to high standards of presentation, behaviour and achievement. A calm, purposeful environment is the key to successful learning and achievement. We are unashamedly ambitious. Our curriculum has an academic focus and we have close links with local universities, colleges and businesses.

The school is a tolerant community that welcomes all and celebrates diversity. We believe that every child can achieve their potential and we work hard to ensure that all our students will strive to be the best they can be.

It is an exciting time for the Academy within the Fairfax Multi Academy Trust. Erdington Academy is a dynamic and rewarding place to work; you really can make a difference.

Yours sincerely

Simon Mallett
Head of Academy

CONTEXT - *Our school*

Our vision is clear, consistent and simple to understand. We expect excellence from our students and in return we aim to give them a challenging and enjoyable learning experience.

Dedication

We are relentless in making a life changing difference for our students because we care about young people.

Excellence

We know that excellent outcomes are a result of excellent habits.



Ambition

We all set challenging goals and expect everyone to go the 'extra mile' to achieve their best.

Integrity

We are truthful, sincere and open: we say what we mean and we always act with honesty and openness.

Teaching and Learning at Erdington Academy

Our dedicated teachers go the 'extra mile' because we are relentless in making a life-changing difference for our students. Teaching at Erdington Academy aims to secure deep learning and high-quality student outcomes in an atmosphere of discipline, courtesy and respect. Routines and structures are integral because we know that excellent outcomes are the result of excellent habits. Accurate assessment and quality feedback are also important and we set challenging goals and support students to achieve them.

CPD is strong and our teaching staff is dedicated to always enhancing practice through development and coaching to provide excellence for our students.

"Learning is the main business of the school" – Ofsted (June 2015)

Facilities

Erdington Academy is blessed with a wide range of facilities to support the learning of our children. Our staff take great pride in their classrooms ensuring the learning environment is stimulating and reflects the standards of work we expect.

Curriculum

We are proud of our broad and balanced curriculum that aims to equip every child with the knowledge and skills to make a positive step in the world. We place great emphasis on acquiring and mastering core skills in English and Mathematics to raise standards. We ensure that all students have the opportunity to try the full range of subjects to enjoy new experiences and we also have an extensive extra-curricular programme.

For a breakdown of historic school results and our latest Ofsted reports visit
www.erdingtonacademy.bham.sch.uk

SUBJECT – *The Department*

Structure of the Department

Associate Assistant Headteacher
Lead Practitioner
Subject Leader KS3
Subject Leader KS4- vacant
6 Science Teachers
1 Higher Level Teaching Assistant

Exam information

The Science faculty is a hardworking, supportive and dedicated faculty with student progress at the centre of everything we do. We follow the AQA Specification and offer separate sciences and combined science. KS3 follows the National Curriculum.

Groupings

Students are grouped based on ability (X and Y bands). These groups change regularly based on assessments completed.

Key Data

The science faculty results for 2018 were outstanding in some areas.
Physics - 78% A*-C
Biology - 72% A*-C
Chemistry - 61% A*-C
Combined Science - 51% A*-C

SUBJECT – *Interview Lesson*

Shortlisted candidates will be required to teach a lesson. When planning for this, please consider the guidance below.

THE TASK

Details of the task will be provided pre-interview.

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

A projector and white board will be available
Class set out in rows
Students will have their exercise books

Any further requirements, please let us know.

SUBJECT – Science *Person Specification*

		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.	✓	✓		

SUBJECT – Science *Job Description*

Post Title	Subject Leader – KS3 Science
Salary Range	TLR Level 4
Accountable to	Associate Assistant Head
Leading & Managing	
Working Time	Full Time
Liaising with	Leadership Team, other Subject Leaders, Associate Assistant Heads of Faculty, Student Support and relevant staff with cross-School responsibility and teaching teams
Purpose	• Lead the development of the curriculum area and contribute to faculty policy and practice. • To be committed to providing a first class education to each and every student that attends. • To be accountable for student progress and development within the curriculum area. • To be a role model of professionalism and good practice • To develop and enhance the practice of others. • To be accountable for leading, managing and developing the curriculum area. • Promote and support the safeguarding and welfare of children at the school.

Leading, managing and developing the curriculum area by:

- Arranging curriculum team meetings, as required, with appropriate agendas and minutes
- Manage the review of curriculum policy and practice
- Overseeing resource and asset management in the curriculum area;
- 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 requirements of the National Curriculum
- 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 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
- Implementing and supporting inclusion within the curriculum area, liaising with support staff where appropriate
- Contributing to cross curricular initiatives within the faculty and beyond
- Contributing to relevant sections of the SEF

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 sharing judgements with teachers as appropriate
- Identifying key professional development needs for those line managed and ensuring that these are addressed through the provision of high quality coaching and mentoring
- 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 Management system is 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 citizenship, enterprise and other cross-curricular issues 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