



## **ASSOCIATE ASSISTANT HEADTEACHER - ENGLISH**

Candidate Information Pack

Job Start Date: 1<sup>st</sup> September 2019

Closing Date: 4pm, Tuesday, 21<sup>st</sup> May

Interview Date: To be advised

PART OF THE 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**

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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*

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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

A stylized handwritten signature in black ink, which appears to read 'Chris Stevens', followed by a long horizontal line.

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

## WELCOME – *Head of Academy*

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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 1<sup>st</sup> 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,



**Katy Craig**  
**Head of Academy**



## CONTEXT - *Our school*

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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 1<sup>st</sup> 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

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*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**

Dr Jon Morris

### **Associate Assistant Head of Academy – English**

Mrs Michelle Corrigan

### **Associate Assistant Head of Academy – SENDCO**

Mr Simon Lynch

### **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

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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.**



# Associate Assistant Headteacher – English

POST TITLE	Associate Assistant Headteacher – English
SALARY RANGE	Leadership Spine L8 – 12
ACCOUNTABLE TO	Head of Academy
LEADING AND MANAGING	Various Faculty TLR holders
WORKING TIME	Full Time
EXPECTED OUTCOMES	To ensure the highest quality English provision across the Academy.

## JOB PURPOSE

To work closely with the Head of Academy, senior management and colleagues to raise standards of student attainment and progress within the English Languages Faculty.

## AREAS OF RESPONSIBILITY

Strategic Direction and Development of English provision in the academy (with the support of, and under the direction of the Head of Academy and leadership team).

- Exercise a key role in assisting the Head of Academy and Associates
- Support all staff in understanding the needs of pupils and achieving priorities and targets in line with the Academy Improvement Plan
- Monitor progress of objectives and targets for pupils from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant academy, local and national data and advise the Head of Academy on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Oversee the management of the English Languages Faculty
- Use the Trust provision mapping tool to monitor and evaluate provisions in place

## TEACHING AND LEARNING

- Support the identification of and disseminate the most effective teaching approaches for pupils with a focus on quality first teaching.
- Develop effective ways of bridging barriers to learning through:
  - assessment of needs
- monitoring of teaching quality and pupil achievement

## LEADING AND MANAGING

- Provide professional guidance to staff to secure good teaching, through both written guidance and meetings
- Contribute to the performance management process of teachers and Teaching Assistants
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the Head of Academy and governing body

## EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

- Advise the Head of Academy and Associates of priorities for expenditure and deployment of staff and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of academy policies

## OTHER PROFESSIONAL REQUIREMENTS

- Co-ordinate all Annual Reviews and attend/chair when necessary
- Maintain effective transition arrangements



#### BEHAVIOUR AND SAFETY RESPONSIBILITIES

- Be familiar with the Academy's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- Actively promote the academy's equality agenda for all.
- Ensure the Behaviour policy and systems are implemented consistently in the Faculty so that effective learning can take place.

#### OTHER SPECIFIC RESPONSIBILITIES

- 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.
- Continue personal professional development as agreed.
- Engage actively in the performance review process.
- Comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified in the Leadership Section by STPCB not mentioned in the above.

# Associate Assistant Headteacher – English

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• DBS</li> <li>• Evidence of CPD and commitment to further professional development</li> </ul>	
Personal Characteristics	<ul style="list-style-type: none"> <li>• Love working with children and want the very best outcomes for them</li> <li>• Ability to address challenging issues with clarity of purpose and diplomacy</li> <li>• Knowledgeable and highly competent</li> <li>• Approachable and empathetic</li> <li>• Open-minded and positive</li> <li>• Clear sighted and determined</li> <li>• Organised and resourceful</li> <li>• Committed and resilient</li> <li>• Ability to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Qualified teacher with at least 4 years' experience</li> <li>• Teaching experience across the whole Secondary age range 11-16</li> <li>• Have experience of working successfully and co-operatively as a member of a team</li> <li>• Have experience of setting targets and monitoring, evaluating and recording progress</li> </ul>	<ul style="list-style-type: none"> <li>• Have experience of leading a team</li> <li>• Have experience of training other teachers</li> <li>• Have experience of working alongside other teachers in the development of teaching and learning</li> </ul>
Professional Values	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• Establish and maintain good professional relationships with children, parents/carers and colleagues</li> <li>• Set high expectations of all children and be committed to raising educational achievement</li> <li>• Adopt a flexible approach to working</li> <li>• Understand the value of education and teaching</li> <li>• Maintain confidentiality</li> </ul>	

Knowledge and Understanding	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The statutory legislation concerning Safeguarding including child Protection, Equal Opportunities, Health and Safety</li> <li>• The theory and practice of providing effectively for the individual needs of all children, e.g. classroom organisation, learning strategies children in a mixed ability classroom</li> <li>• Planning and implementing provision for children including the monitoring, assessment, recording and reporting of children's progress</li> <li>• Understanding of the funding mechanism</li> <li>• The positive links necessary within the academy with all its stakeholders</li> <li>• Effective teaching and learning styles and how to implement them.</li> <li>• How to further develop professional skills and knowledge</li> <li>• How to establish an effective rapport with children which is based on high expectations</li> <li>• How to use ICT effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using comparative information about attainment</li> </ul>
Skills and Abilities	<p>Ability to:</p> <ul style="list-style-type: none"> <li>▪ Promote the academy's aims positively, and use effective strategies to enhance motivation and morale</li> <li>▪ Establish and develop a sound professional relationship with children, parents/carers and colleagues</li> <li>▪ Demonstrate excellent classroom skills</li> <li>▪ Organise and sustain systematic support from a range of providers</li> <li>▪ Manage the co-ordination of support staff in support of children</li> <li>▪ Advise and motivate teaching staff</li> <li>▪ Makes consistent judgements based on careful analysis of available evidence</li> <li>▪ Develop sound professional relationships within the team</li> <li>▪ Present and communicate effectively to a variety of audiences</li> <li>▪ Policy development</li> <li>▪ Good knowledge of IT systems and proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Good at influencing and negotiating with others</li> </ul>

	<b>Essential Criteria: Associate Assistant Headteacher</b>	<b>Application</b>	<b>Selection Process</b>	<b>Reference Prior to Selection day</b>	<b>Post offer check</b>
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 at class and subject level	✓	✓	✓	
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.	<b>Commitment to core values</b>	✓	✓	✓	