



 **FAIRFAX**  
SINCERITAS LABORIS

*A Fairfax Multi-Academy Trust School*

# TEACHER OF PSYCHOLOGY WITH HUMANITIES – FIXED-TERM, MATERNITY COVER

Candidate Pack



 **FAIRFAX**  
MULTI-ACADEMY TRUST



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

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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

**ANDY BIRD**

**CEO - Fairfax Multi-Academy Trust**

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Dear Candidate

Thank you for expressing an interest in Fairfax Academy.

As Head of Academy, I am incredibly proud of the school and all that the staff and students contribute. Fairfax Academy is a unique institution with many opportunities to support, challenge and develop our students. Our House System provides countless opportunities for students to develop their confidence, whether it be through our annual Eisteddfod, House sporting activities, Charities Week or House Athletics Day.

Our work as part of the Fairfax Multi Academy Trust (FMAT) ensures staff have the opportunity to develop professionally and progress in their career.

My personal aim is to ensure each student's experience of high school is as varied and enjoyable as possible. I believe that through high standards, expectations and consistency, every child can leave school having achieved to the very best of his/her ability and as a person that is extremely proud of himself/herself.

**MRS D J BUNN**

**Head of Fairfax Academy**

## CONTEXT - *Our school*

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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 – *Psychology with Humanities*

## *The Department*

The Humanities Faculty is the largest Faculty in the school and covers the following subject areas:

- History
- Geography
- Religious Studies/ Philosophy and Ethics
- Psychology
- Sociology
- Guidance

Geography, History and RE are delivered as discrete subjects in Y7 and Y8, as well as being available as GCSE options at KS4 and as A-Level options. Psychology, Sociology and Philosophy and Ethics are also offered at A level. Guidance is delivered as a discrete subject to Y7 and 8 and through off-time table days at KS4

These subjects help to foster an understanding of ways in which cultural, economic, environmental, geographical, historical, moral, political, religious, social and spiritual factors have interacted to shape the world in which we live today. As a faculty we aim to develop the skills and understanding needed to equip young people to play an active, well-informed role in the community, and prepare them for further education in the world of work in a rich range of fields.

### **Faculty Staff**

Emma Buckley (Director of Faculty)  
Hannah Taylor (Head of Department)  
John Martin (Assistant Headteacher)  
Rebecca Lawley (Acting Head of Department)  
Angela Easton (Head of Department)  
Lisa Openshaw  
Caroline Allen  
Mark Dettmer (Head of Department)  
Sue Mulhern (Assistant Headteacher)  
Sima Kaur (Head of Department)  
Charlotte Grisedale  
Rosie Birch  
Sally Davies  
Matthew Clark

### **Specialism**

History  
History  
History  
History  
Geography  
Geography  
Geography  
RE, Philosophy and Ethics  
RE, Philosophy and Ethics  
Psychology  
Psychology  
Social Science  
Humanities  
RE

## **PSYCHOLOGY DEPARTMENT INFORMATION**

Psychology (AQA) is a well-established subject at Fairfax School. It has always been a popular subject at A level, with 3 groups in Year 12 and 3 in Year 13. We have two teachers dedicated to delivering the course. Resources for teachers and students are already prepared and available for teaching.

### **A level**

The A Level course will be offered to students to do over 2 years. The options in the second year are Schizophrenia, Gender and Addiction.

## **GEOGRAPHY DEPARTMENT INFORMATION**

Geography is taught to all students in Fairfax at key stages 3 (year 7&8) and as an option subject at GCSE (pupils take either Geography or History to fulfil the English Baccalaureate requirements). GCSEs are taught over three years and in September 2017 there are expected to be six GCSE groups in year 9, five in year

10 and seven in Y11. Geography is a popular option post-16 and there are currently 2 groups in each of years 12 and 13.

### **Key stage 3**

Years 7 and 8 study a diverse and varied curriculum in geography. Topics include: Places and map work, Natural Hazards, Migration, Africa, Globalisation, Global Climate Change, and Impossible Places.

### **GCSE**

The AQA specification is studied for GCSE Geography. GCSE geography covers a variety of physical (Hazards, Coasts, Living World) and human geography (Urban, Development and Resources) and incorporates geographical skills with fieldwork in London and Shropshire. Students are examined after three years of study and 3 exams.

### **A level**

AQA syllabus is followed (A Level only; students will not sit AS exams from May 2018). Areas of study are Changing Places, Global governance and Resource + population (Human), plus Water & Carbon Cycles, Hazards & Coasts (Physical). We undertake fieldwork in Blackpool, locally in Sutton Coldfield, and in Snowdonia (residential) and offer an optional trip to Iceland. Our students have recently gone on to study Geography at Oxford, among other prestigious universities, and take on High Level Apprenticeships.

## **PHILOSOPHY AND ETHICS (RE) DEPARTMENT INFORMATION**

Philosophy and Ethics (Religious Studies) is taught to all students at Fairfax in Key Stages 3 and 4 and as an optional subject in KS5. In Years 7 & 8 students are taught for one hour per week and follow a preliminary course to meet the requirements of the Basic Curriculum and to prepare them to study at GCSE level. All students begin a three-year GCSE course in Year 9 and are taught for one hour per week following (currently) the draft Eduqas specification. At this time, there are two specialist teachers in the department, one of whom is a senior leader. The department has two dedicated and well-resourced classrooms.

### **Years 7 & 8**

In Year 7 students conduct a systematic study of Hinduism and of basic Christian theology and its roots in Judaism. They follow a thematic study of Rites of Passage and learn about the importance of justice to Christians. In Year 8, students conduct a systematic study of Islam to prepare them for GCSE study of this religion in more depth. They also begin to investigate more philosophical and ethical themes including an investigation of the values of a variety of religious faiths in regards to living a fulfilling and purposeful life, the arguments for and against the existence of God, basic philosophical ideas about the nature of suffering and animal rights.

### **Years 9 – 11**

All students in KS4 receive one hour per week of teaching and follow the Eduqas Religious Studies Route A GCSE course for first examination in 2018. In Year 9, students work on Component 2: Christianity and begin Component 1: Philosophy & Ethics. Philosophy and Ethics is completed in Year 10 and Component 3 is started which is a systematic study of Islam. This continues into Year 11 with time allocated for revision near to middle of the year.

### **Years 12 & 13**

At present there are A level groups in both Years 12 & 13. Year 13 are completing the legacy A2 course and following the Edexcel specification, whilst Year 12 have begun the reformed A level and follow the Eduqas specification. There is no AS examination in Year 12 and all students will be examined at the end of Year 13. Religious Studies continues to be a popular option in 6<sup>th</sup> form and another cohort is expected next year. In the 2016 summer examinations, the Religious Studies A level results, in respect of value added scores, meant that Fairfax was the highest performing school in Sutton Coldfield and third highest performing school in England and Wales. In 2016, 71% of students received A\*-A grades and 100% achieved grades A\*-C in the A2 examination: 50% of Year 12 students achieved A grades in the AS examinations and 93% achieved grades A-C.

## **HISTORY DEPARTMENT INFORMATION**

History is taught to all students in Fairfax at key stages 3 (year 7&8) and as an option subject at GCSE (pupils take either Geography or History to fulfil the English Baccalaureate requirements). GCSEs are taught over

three years and there are currently four GCSE groups in each of years 9, 10 and 11. History is a popular option post-16 and there are currently 2 groups in each of years 12 and 13.

### **Key stage 3**

Years 7 and 8 study a diverse and varied curriculum in History.

Topics include: Historical skills, the Black Death, the Romans, the Battle of Hastings, health in Medieval times, the Transatlantic slave trade, Civil Rights and the Holocaust.

### **GCSE**

Currently, the AQA syllabus is studied for GCSE History. GCSE History requires the students to examine a range of topics combining British History and World History. Students are examined after three years of study and 2 exams currently make up 100% of their final grade, there is no coursework element.

Syllabus overview-

America from 1919 until 1973

Conflict and Tension in Asia from 1950 to 1975, including the Korean and Vietnam War

Health and the People from c.1000BC to the present day

Elizabethan England

### **A 'level'**

AQA syllabus is currently offered for A level. All students sit 2 exams at the end of year 13 to fulfil the requirements of the full A level. Both examinations include knowledge and sources questions. The examined units are worth 40% of the qualification. There is also an additional coursework element, which tests the students ability to use factual information, sources and historical debate to produce an extended essay. This makes up 20% of the students overall grade.

Syllabus overview-

Examination elements-

The Tudors England 1465-1603

Democracy and Nazism: Germany 1918 – 1945

Coursework element-

The Civil Rights Movement for African Americans, 1865-1968

## **SOCIOLOGY DEPARTMENT INFORMATION**

Sociology is taught at key stage 5 at Fairfax. Sociology is a popular option post-16 and there are currently two groups in each of years 12 and 13.

### **Course structure**

Students follow the 2015 AQA A-Level Sociology specification, studying Education and Families & Households at AS, and Crime & Deviance and Media at A-Level. The course is a two-year linear course where students sit three written exams on all four topics at the end of year 13.

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 Humanities 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.**