

ERDINGTON ACADEMY

TEACHER OF 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 2017 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	Mainscale Teacher
Salary Range	M1 – M6
Accountable to	Associate Assistant Headteacher
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	• 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 practice of the school. • To be committed to providing a first class education to each and every student that attends Kingsbury School. • 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. • Promote and support the safeguarding and welfare of children at the school.

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 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 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 opportunities for students to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- 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 they teach in which they: 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.

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.

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.

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