



 **FAIRFAX**
SINCERITAS LABORIS

ACADEMIC MATHEMATICS COACH

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST

 **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.



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

A handwritten signature in black ink, appearing to read 'Chris Stevens', followed by a long horizontal line extending to the right.

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

WELCOME – *Head of Academy*

Dear

Candidate

Education is the bedrock for a successful and fulfilling life. Our aim is to prepare each and every student to succeed in a 21st Century workplace and have the skills and competencies to do this. Our broad and balanced curriculum underpins our ethos of creativity, innovation and mastering of the basics; reading, writing, communicating and mathematics.

We are proud of our pedigree both locally, nationally and internationally through our endeavours with the Duke of Edinburgh Award, World Challenge Expeditions and cutting edge Teaching and Learning initiatives. Our House system provides the support, challenge and competition to help students develop the confidence to achieve more and our Annual Eisteddfod celebrates our artistic talent. Fairfax succeeds in a variety of local and national sport team events; including our physically disabled students who regularly take part in regional Zone Hockey competitions.

My personal aim is to ensure that each student's individual experience is as enjoyable and rewarding as possible. I believe in the basics and will relentlessly pursue excellence in punctuality, behaviour, uniform and respect for one another. The mantra of 'All of us, all of the time' resonates throughout Fairfax in everything we do.

Yours sincerely,

Debbie Bunn
Head of Academy



September 2018

Dear Applicant

Firstly, I am delighted that you have expressed an interest in the fixed term post of Academic Coach (Mathematics), to commence 5TH November 2018 until 19th July 2019 with a salary of Unqualified Teacher Pay Scale U1. Fairfax is a fantastic school, with students thirsty to learn.

We are looking for an enthusiastic and committed colleague to join our Mathematics Team. Fairfax has the calibre to attract the best staff and this means that we welcome ideas, change and development.

This post offers the successful candidate the opportunity to be part of our drive to improve learning and raise achievement as an outstanding school for the 21st century. We have a strong team of teachers, and an experienced leadership team to support you. We are proud to offer "enterprise and excellence for everyone".

I hope that the enclosed information is useful and that you decide to make a formal application. In addition to the application form, please write a letter of application (no longer than 2 sides of A4), explaining why you are a suitable candidate for the post and how you will contribute to the work of the team. Only applications received using the school form will be considered.

Completed applications should be sent to Jenny Piper, HR Manager at the school address or e-mailed to j.piper@fairfax.bham.sch.uk (a signed hard copy will also need to be sent through the post) by **noon on Friday 5th October 2018**.

If you have any queries prior to completing your application form, or would like to arrange an informal visit, please contact Jenny Piper on the above e-mail address or on 0121 378 1288 ext 233.

We have regularly attracted large numbers of quality applications over the past few months. Consequently we are unable to respond to each applicant. If you have not heard from us within 14 days of the closing date, please assume that you have been unsuccessful on this occasion.

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.

Yours sincerely



DEBORAH BUNN
Head of Academy

Enclosures: An introduction to Fairfax School, Job description Application Form and Recruitment Monitoring sheet

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.

As an Academic Coach you will be supporting pupils either individually, in small groups or as a class. You will work closely with the class teacher and Director of Faculty to take responsibility for intervention programmes, having your own small groups of students outside of the classroom.

You will be monitoring the progress of pupils and relaying this information back to the class teacher/Director of Faculty. You will be expected to assist the class teacher with devising lesson plans which meet the requirements of the curriculum whilst addressing the individual needs of all pupils.

SUBJECT – *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 September 2018

Adele Ashton - Director of Faculty

Ann Clewes – Teacher of Mathematics

Warren Griffiths – Teacher of Mathematics

Anushka Kalicharan – Numeracy Co-ordinator

Jessica Lam – Teacher of Mathematics

Linda Riddett-Smith – Teacher of Mathematics

Nikisha Kalsi – Teacher of Mathematics

Joanna Paris – Subject Leader KS5

Alan Rose - Subject Leader - KS4

Hurpal Samra – Teacher of Mathematics

Helen Windridge - Subject Leader – KS3

Richard Cooper – Teacher of Mathematics

We also work closely with local Universities and other training agencies to offer placements to students training to teach.

SUBJECT – *Interview Lessons*

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

THE TASK

You will be asked to teach a small group of students.

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.

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.

POST - Person Specification

Attributes	Essential	Desirable	How assessed
Education and qualifications	Demonstrate levels of numeracy and literacy equal to GCSE (A – C) Experience of working in a school	Good degree or teaching qualification in Mathematics Recent record of appropriate in-service training	Application form and letter, qualification checks
Experience	Working with a range of different students	Successful classroom experience across the whole 11 – 18 range An outstanding teacher or the potential to become one Successful classroom experience Participation in extra-curricular activities	Application form and letter, references
Skills and abilities	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Subject, National Curriculum and SEN code of practice • Cross curricular expectations including literacy, numeracy, citizenship, (post 16) and how these impact on learning • The Every Child Matters agenda and how this impacts on the role of teacher and tutor <p>Teaching:</p> <ul style="list-style-type: none"> • Planning clear, relevant, differentiated, challenging objectives based on pupil knowledge • Planning and delivering a variety of linked activities and learning styles to provide for varying pupil needs • Be competent in Mathematics to enhance learning • Deliver high expectations of pupil behaviour and work rate and a clear framework for rewards and discipline in accordance with a Behaviour for Learning policy • Competent use of resources, effective organisation of space and time, and a challenging pace • Recognise and respond to equal opportunities issues as they arise in the classroom • Effective use of ICT to enhance learning, opportunities to use higher order skills • Provide opportunities for students to learn how to learn and develop as independent learners • Activities to stretch more able, and support less engaged students • Use of a range of assessment strategies to evaluate progress, challenge underachievement and inform future planning <p>Communication:</p> <ul style="list-style-type: none"> • Effective communication skills with students and adults • Effective communication with staff in other school teams such as pastoral, special needs and associate staff teams <p>Self Management:</p> <ul style="list-style-type: none"> • Self critical, awareness of own strengths and development targets, and professional development requirements • Stick to deadlines, complete tasks and be accountable <p>Learning Relationships:</p> <ul style="list-style-type: none"> • Be a role model, promoting the school's values • Ability to form and maintain appropriate relationships and boundaries with children and young people 		Application Interview References

Personal qualities	Professional, enterprising, personal impact Outgoing, warm personality, approachable, inclusive Positive, adaptable Energetic and enthusiastic Self motivated, self confident, reliable Calm under pressure Sensitivity, fairness, tact and discretion Commitment, generosity of spirit, sense of humour	Interview References
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SUBJECT – *Job Description*

POST TITLE:	Academic Coach
LINE MANAGER:	Director of Faculty – Mathematics
PAYSCALE:	Unqualified Teacher Scale U1

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.

JOB PURPOSE

- To contribute and develop high quality academic mentoring within the Academy and evaluate its impact
- To support the development and implementation of strategies which will contribute towards effective learning, behaviour and achievement across the academy
- To contribute to a healthy, safe, happy and challenging environment in which pupils can achieve their potential
- To support safeguarding and prioritise the welfare of all pupils
- To inspire, challenge, and motivate pupils

MAIN DUTIES & RESPONSIBILITIES

- To assist and develop appropriate intervention strategies, working with curriculum team leaders to ensure that all pupils make at least 3, and most make 4 levels of progress.
- To have a commitment to developing strategies that raise pupil achievement which can be adapted in academic mentoring
- To help identify those pupils who would benefit most from intervention work, and working with others, draw up and implement an action plan for each pupil who needs particular support
- To monitor and report on the implementation of all plans drawn up
- To ensure that all support work for the pupil is appropriately managed in an integrated way
- To liaise with the Head of Department, classroom teachers and parents on effective learning behaviour
- To keep a log of intervention work and provide feedback to the Head of Department, classroom teacher and to the pupils parents
- To act as a role model to pupils, providing clear and objective guidance
- To have sole responsibility of managing small groups of pupils
- To work as part of a larger team to manage larger groups of pupils

- To attend training events and briefings as and when required
- To be reliable and punctual
- To provide pastoral support to pupils, and pass any concerns about pupils to the relevant people
- To keep confidential information secure at all times
- To keep abreast of development and issues with regard to the education sector and curriculum across KS3 to KS5
- To share and implement good practice
- To perform other duties as required

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An enhanced DBS check is required for all successful applicant**