SMITH'S WOOD ACADEMY

LEAD PRACTITIONER MATHEMATICS

Candidate Information Pack
Start Date: 1st September 2019
Closing date: Midday, Monday 25th February 2019
Interview Date: Thursday, 7th March 2019

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.

ADDITIONAL WAYS IN WHICH SMITH'S WOOD ACADEMY
PROMOTE A GOOD WORK-LIFE BALANCE

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*

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 Academy*

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 1st 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,

K Craig

Katy Craig
Head of Academy

CONTEXT

Our school

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 1st 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

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
Mr Jon Morris

Associate Assistant Head of Academy – English
Mrs Michelle Corrigan

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

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.

Lead Practitioner Mathematics

FAIRFAX MULTI-ACADEMY TRUST

Job Description

Post Title	Lead Practitioner - Mathematics
Salary Range	Lead Practitioner Spine – LP1 to LP5
Accountable to	Assistant Headteacher for Coaching & Associate Assistant Head of Faculty
Leading & Managing	Staff on coaching improvement plans
Working Time	Full time
Liaising with	Leadership Team, other Curriculum Leaders, Heads of House, Pupil Support and relevant staff with cross-School responsibility, relevant non-teaching support staff and parents/carers
Expected Outcomes	• To be committed to providing a first-class education to each and every student that attends the academy • To raise standards of pupil attainment and achievement within the Faculty. • To raise standards of teaching and learning across the school • To be accountable for pupil progress and development within the Faculty. • To be a role model of professionalism and good practice • To develop and enhance the teaching practice of others. • To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the Faculty. • To be accountable for leading, managing and developing learning and teaching across a Faculty/the school. • To manage and deploy teaching/support staff, financial and physical resources within the Faculty effectively to support the Faculty development plan.

Behavioural Responsibilities

- To uphold, exude and extend the core values of the trust:
  - To promote and maintain high standards and the pursuit of excellence in all aspects of work
  - To strive for the best for every child
  - To go 'the extra mile' to ensure quality outcomes
  - To ensure articulacy in written and verbal communication
  - To demonstrate and promote resilience in adversity or challenge
  - To act with warm gravitas and in an open and transparent way to both students and staff

Leadership and Management Responsibilities

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Faculty.
- To support and advise on day-to-day management of teaching and learning.
- To actively monitor and follow up pupil progress.
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Faculty are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.
- To work with the Assistant Head to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the School's NQT programme.

(a) leading, managing and developing aspects of teaching and learning within the Faculty and across the school by:

- developing innovative practice in raising standards of attainment in the Faculty;
- supporting the curriculum leader in developing agreed aspects of practice in the Faculty;
- monitoring and reviewing specific areas of responsibility within the Faculty;
- contributing to the improvement of teaching and learning across the school.

(b) making an impact on the educational progress of students beyond those directly assigned by:

- leading aspects of practice within the Faculty, as agreed with the curriculum leader;
- joint planning and delivery of the curriculum with colleagues, including collaboration with the Faculty;
- leading action research projects within the Faculty and across the school;
- liaising with colleagues within the school and beyond to develop exemplar practice;
- supporting the curriculum leader in contributing to relevant areas of self-evaluation
- leading interventions out of hours; after school, half terms, holidays and weekends.

(c) leading, developing and enhancing the teaching practice of others by:

- promoting a clear vision for teaching and learning within the Faculty which embodies high expectations of staff and students;
- coaching and mentoring colleagues to improve practice and impact positively on student outcomes;
- contributing to whole school pedagogy as part of the school's lead practitioner team;
- promoting collaborative approaches to teaching and learning;
- providing professional development for colleagues on aspects of lead practice;

Achievement and Progress Responsibilities

- To produce an annual examinations analysis and Faculty review as part of the School's self-evaluation cycle.
- To ensure the maintenance of accurate and up-to-date information concerning the student progress within the Faculty on the management information system.
- To analyse and evaluate, with the Faculty, performance data provided and take appropriate action in response.

Teaching and Learning Responsibilities

- To teach consistently good or better lessons
- To be accountable for the development and delivery of the Faculty's curriculum.
- Ensure that appropriate schemes of learning and assessment strategies are in place for all year groups and being followed by Faculty teachers.
- To keep up to date with and respond to national developments in the Faculty and teaching practice and methodology.
- To establish common standards of practice within the Faculty and develop the effectiveness of teaching and learning styles.
- To contribute to the School procedures for lesson observation.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- Ensure that appropriate homework is detailed in schemes of learning and is regularly set and marked.

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 the Faculty so that effective learning can take place.
- To monitor pupil attendance together with pupils' progress and performance, with the class teacher, 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 act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship, enterprise and other cross-curricular issues according to School policy.

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 pupils 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. • This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. • To undertake any other duty as specified in the Leadership section by STPCB not mentioned in the above

	Essential Criteria: Lead Practitioner	**Application**	**Selection Process**	**Reference Prior to Selection day**	**Post offer check**
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	✓	✓	✓	
9	Ability to develop the teaching of others in the school		✓		
10	Ability to interpret complex information 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 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.	**Commitment to core values**	✓	✓	✓	