



TEACHER OF HUMANITIES (GEOGRAPHY) – FIXED TERM

Candidate Information Pack

Closing date: 12 noon on Monday, 18th November 2019



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.

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

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.

Mr. Chris Stevens
CEO | Fairfax Multi-Academy Trust

WELCOME - *Head of Academy*

Dear Candidate,

Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, "Everyone. Every Lesson. Every Day."

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

A handwritten signature in black ink that reads "J Cottle".

Mrs J Cottle
Head of Academy

CONTEXT - *Our shared mission and values*

Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

Excellence

We strive for the highest quality to ensure excellent outcomes.

Dedication

We believe there is dignity in hard work and effort.

Ambition

We want the very best for all our students.

Integrity

We believe in openness and transparency.

Tradition

We believe in old fashioned manners, courtesy and respect.

Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville –our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a 'Griffinian', following in the footsteps of thousands of 'Old Griffinians' who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

As evidence in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters.



JOB – Teacher of Humanities (Geography) – Fixed Term

Job Description & Person Specification

Mainscale Teacher



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| Post Title | Mainscale Teacher |
| Salary Range | M1 – M6 |
| Accountable to | Associate Assistant Headteacher |
| Leading & Managing | |
| Working Time | Full Time |
| Liaising with | Leadership Team, Subject Leaders, Student Support and Pastoral Teams |
| Expected Outcomes | <ul style="list-style-type: none">• To be accountable for student progress and development within the curriculum area.• 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 the academy through their own professional development• To be a role model of professionalism and good practice• To develop and enhance the practice of others.• Promote and support the safeguarding and personal development and welfare of children at the academy |
| Behavioural Responsibilities | |
| <ul style="list-style-type: none">• To uphold, exude and extend the core values of the trust:<ul style="list-style-type: none">○ 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 | |

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 and refine approaches accordingly

Personal Development, Behaviour and Welfare 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 policy and systems are implemented effectively 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 personal development of students through lessons, the role of the tutor and extra-curricular activities
- 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

| | Essential Criteria: Mainscale | Application | Selection Process | Reference Prior to Selection day | Post offer check |
|-----|--|-------------|-------------------|----------------------------------|------------------|
| 1. | Graduate (or equivalent). | ✓ | | | ✓ |
| 2. | PGCE or equivalent (or expectation of its achievement). | ✓ | | | ✓ |
| 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 (for practising teachers. Not applicable to NQTs). | ✓ | ✓ | ✓ | |
| 9. | Exemplary professional dress | | ✓ | | |
| 10. | Effective classroom management skills. | | ✓ | | |
| 11. | Exemplary subject knowledge. | | ✓ | | |
| 12. | Ability to inspire students | | ✓ | | |
| 13. | Excellent organisational skills. | ✓ | ✓ | | |
| 14. | Understanding and application of assessment for learning. | | ✓ | | |
| 15. | Commitment to stretch the most able and supporting all to achieve excellent outcomes | ✓ | ✓ | | |
| 16. | Well-developed verbal and written skills. | ✓ | ✓ | | |
| 17. | Dedicated to further professional development to enhance practice | ✓ | ✓ | ✓ | |
| 18. | Understanding of the statutory requirements for safeguarding | | ✓ | | |
| 19. | Understanding and promotion of fundamental British Values | | ✓ | | |
| 20. | Committed to equality, diversity and inclusion | ✓ | ✓ | | |
| 21. | Commitment to core values | ✓ | ✓ | ✓ | |