



SMITH'S WOOD
ACADEMY

A Fairfax Multi-Academy Trust School

Subject Leader - Geography
Candidate Information Pack

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

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,

Chris Stevens
Interim CEO
Fairfax Multi-Academy Trust

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,



Katy Craig
Head of Academy

CONTEXT - *Our school*

Smith's Wood Academy is located in the north of Solihull. There are approximately 1100 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 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.

SUBJECT - *Geography*

Interview Lesson

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;
- 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.

Post Title	Subject Leader – Geography
Salary Range	MPS + TLR 4 (£4729)
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 pastoral staff
Expected Outcomes	<ul style="list-style-type: none"> • To raise standards of student attainment and progress within the subject area of the curriculum they oversee • To be accountable for the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject area and for implementing developments to enhance teaching and learning within the subject • To develop and enhance the teaching practice of others. • To be a role model of professionalism and good practice • To be accountable for leading, managing and developing the subject area. • To manage and deploy teaching/support staff, financial and physical resources within the subject area effectively to support the Faculty development plan. • Contribute to the development and implementation of the Faculty Development Plan and be accountable for impact in specific areas • Promote and support the safeguarding and welfare of children at the school.

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

Leading, managing and developing the curriculum area by:	
	<ul style="list-style-type: none"> • Arranging curriculum team meetings, as required, with appropriate agendas and minutes • Reviewing curriculum policy and practice • Overseeing resource and asset management in the curriculum area; • Overseeing the budget of the curriculum area and ensuring it meets the needs of students and staff • Ensuring that curriculum development is ongoing and takes account of local and national agendas • Overseeing the risk assessment and health and safety procedures across the curriculum area

Making an impact on the educational progress of students beyond those directly assigned by:

- Ensuring that students receive their entitlement to a broad and balanced curriculum which meets the national requirements
- Co-ordinating the work of a team of subject teachers to ensure continuity and progression
- Ensuring that students experience an educational programme that meets their particular needs as identified through a robust assessment system
- Ensuring that data is used to inform curriculum delivery and support student progress
- Ensuring that challenging attainment and progress targets exist for individual students within the curriculum area
- Ensuring that student progress is tracked effectively and appropriate interventions are made where students are underachieving to impact on outcomes
- Implementing and supporting inclusion within the curriculum area, liaising with support staff where appropriate
- Contributing to cross curricular and extra-curricular initiatives within the faculty and beyond
- Contributing to relevant sections of the Faculty Development plan

Leading, developing and enhancing the teaching practice of others by:

- Promoting a clear vision for the curriculum area which embodies high expectations of staff and students
- Developing collaborative approaches to long, medium and short term planning and curriculum delivery
- Modelling effective practice in teaching and learning
- Supporting colleagues in promoting a positive climate for learning
- Monitoring the impact of teaching and learning within the curriculum area and developing teaching as appropriate to impact on outcomes
- Identifying key professional development needs for those line managed and ensuring that these are addressed through the provision of high quality coaching and mentoring, liaising with leadership teams
- Contributing to Governing Body reports and other meetings as required.

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 policy and systems are 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 the personal development and welfare of students 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

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

QUALIFICATIONS
<ul style="list-style-type: none"> • Relevant first degree and Qualified Teacher Status (or to be gained prior to appointment) (E) • Evidence of continuing professional development (E)
TEACHING and EXPERIENCE
<ul style="list-style-type: none"> • An outstanding (or have the potential to be) an outstanding classroom teacher (E) • Ability to gain respect of pupils through manner of confidence and authority (E) • Able to organise own workload in the context of varied tasks (E) • Ability to analyse data and use findings to inform teaching (E) • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils (E) • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning (E) • Experience of effective monitoring and evaluation of teaching and learning (D) • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management (E) • A track record that demonstrates a commitment to high standards, continuous improvement and quality assurance (E)
PROFESSIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Commitment to own professional development (E) • Evidence of keeping up to date with educational thinking and knowledge (E)
KNOWLEDGE, SKILLS and PERSONAL ATTRIBUTES
<ul style="list-style-type: none"> • Knowledge of requirements of the National Curriculum for English (E) • Knowledge and understanding of recent legislation, development and initiatives in secondary education (D) • To have the core skills of initiative, adaptability and flexibility (E) • The ability to prioritise and manage time effectively (E) • Excellent organisational, planning and evaluative skills (E) • Able to work calmly under pressure (E) • Ability to critically evaluate own performance and make any necessary changes to be more effective (E) • Willingness to contribute to extra-curricular or additional intervention activities (E) • Enthusiasm and sense of humour (E) • Self-motivation and personal drive to complete tasks to required timescales • To be an effective communicator with people at all levels both orally and in writing (E) • To be an excellent team player with the ability to establish good working relationships with staff, pupils, parents and external partners (E) • The ability to demonstrate sensitivity when dealing with difficult situations (E) • Ability to demonstrate the Trust values in all that you do: Ambition, Excellence, Dedication, Integrity, Tradition (E)