

Enriching lives; transforming futures - starting with you.



FAIRFAX

SINCERITAS LABORIS

TEACHER
CANDIDATE
PACK



PART OF THE FAIRFAX MULTI-ACADEMY TRUST



Welcome from the Principal

Dear Candidate

Thank you for showing an interest in joining Fairfax Academy, part of Fairfax Multi-Academy Trust. Since I joined the Academy in September 2022, we have been on a path of continued improvement to be an Outstanding provider of education and wellbeing, and everything we do is underpinned by our Academy values; ambition, respect, kindness and safety. We have in the last 18 months increased our attendance by 2%, now being 2% above the national average, and our behaviours in school continue to improve, with suspension rates and internal sanctions reducing considerably, reflecting continuous improvement in attitudes and in turn calm, settled and disruption free classrooms and learning. This is now an exciting opportunity for you to become a vital part in Fairfax Academy's future.

Fairfax Academy is a large Academy with just over 1500 students from Year 7 to Year 3. Located in Sutton Coldfield, the Academy serves students who live in the immediate locality, with close to 22% from a disadvantaged background, 23% on the SEND register and 2% EAL. It has the benefit of vast outdoor spaces, which really supplement the excellent extra-curricular and House offer we provide.

At Fairfax, we believe in nurturing holistic development, and our House System stands as a testament to that commitment. More than just a structure, it's a cornerstone of our community, interwoven into the very fabric of everyday life at the academy. Just a few of the incredible benefits our esteemed House System offers:

- » **Sense of Belonging:** Our students aren't just part of a school; they're members of a House family. This sense of belonging fosters deep connections, friendships, and support networks that last a lifetime.
- » **Leadership Opportunities:** Through various house events, competitions, and initiatives, students are provided with ample opportunities to develop leadership skills, teamwork, and a sense of responsibility.

- » **Healthy Competition:** Our House System encourages healthy competition, motivating students to excel academically, athletically, and creatively. This spirited rivalry not only adds excitement to campus life but also cultivates a culture of continuous improvement.
- » **Character Building:** Beyond academic achievement, we prioritize the holistic development of our students' character. The House System instils values such as integrity, respect, and resilience, preparing students for success both in and beyond the classroom.
- » **Staff Engagement:** Our dedicated staff members are integral to the House System, serving as mentors, advisors, and role models to our students. They take immense pride in the tradition and heritage of our Houses, further enriching the student experience.

At Fairfax, we recognise that a sense of belonging and wellbeing are essential ingredients for success, both in and out of the classroom. We ensure the happiness and fulfilment of both our students and staff, creating a family Atmosphere. Our staff members enjoy a supportive and inclusive environment where teamwork, collaboration, and mutual respect flourish. You'll find that the warmth and camaraderie extend beyond the classroom, creating a truly nurturing community. We believe that the wellbeing of our staff is fundamental to the success of our academy. That's why we've established dedicated resources to support their mental, emotional, and physical health. With a designated wellbeing room for staff and a full-time mental health officer on-site, we prioritise proactive measures to ensure our staff feel valued, supported, and cared for.

For any potential candidates that wish to have an informal discussion and tour of the school, please contact Anthi Green, by email at a.green@fairfax.fmat.co.uk

Sean Castle | Principal
Fairfax Academy

Our Trust

OUR MISSION

Our Trust was formed in 2014 and has grown to include four academies, which provide education to over 4000 students within the Birmingham and Solihull regions. The Trust is firmly rooted in its mission to 'enrich lives and transform futures' and our moral purpose ensures that we aim to achieve this within a diverse range of communities, serving children from ages 4-18 years.

We achieve our mission by ensuring our students access a broad and wide-ranging curriculum whilst being supported in a structured, kind and caring environment. Our students have access to extensive extra-curricular opportunities because we place great emphasis on their personal development.

OUR APPROACH

FMAT's philosophy is that each Principal leads and make decisions within their Academy, whilst operating within a framework that adheres to the Trust's Mission, Vision and Values.'

The Trust's Strategic Aims filter down into every area of our organisation, through the Annual Delivery Plan, Academy Improvement Plans, and individual Performance Management Objectives, which ensures that all employees are ultimately working together to achieve our mission to "Enrich Lives and Transform Futures".

Centrally, there is an established business function which includes Finance, HR, Estates, Communications and Marketing, Data and Governance. Within the central Education Team is the School Improvement Team (SIT), which includes Leads in the following areas: Pastoral, Maths, English, SEND and Professional Learning. Following the Trust's Model of School Improvement and using the concept of CSI (Challenge, Support and Intervention), they support our Academies to bring about improvements.

OUR VISION

Our vision is that every child within the Trust, regardless of their background, will attend an Academy that offers high-quality education.

This means:

- » Every child is recognised as an individual and has access to first-class pastoral care because we want them to be happy.
- » Every child benefits from a wide range of enriching opportunities because we place great emphasis on their personal development.
- » Every child benefits from dedicated leaders, teachers and staff who are relentless in their ambition to improve the quality of teaching in our academies because we know excellent teaching is key to transforming the futures of our students.

OUR VALUES

Our mission and vision are underpinned by our values which guide all our activities every single day in order to support all our students to achieve their full potential regardless of background.



EXCELLENCE

We strive for the highest quality to ensure excellence outcomes and personal achievements.



DEDICATION

We believe there is dignity in hard work and effort.



INTEGRITY

We believe in openness, honesty and have a real sense of moral purpose.



TRADITION

We believe in good manners, kindness and respect.



AMBITION

We aim to be the best that we can be, in all that we do.



Our Benefits

At Fairfax Multi-Academy Trust staff wellbeing is prioritised in order to ensure that our staff feel valued and are equipped with a broad range of strategies, resources and services to accommodate their needs.

MENTAL HEALTH WELLBEING

- » Counselling
- » Wellness Hub
- » Mental Health First Aiders
- » Hub of Hope
- » Wellbeing updates
- » Menopause awareness training
- » Stress management guide
- » High-quality staff training
- » Trust-wide email communication guidance

PHYSICAL WELLBEING SUPPORT

- » Free flu jab
- » Access to fitness programmes – including yoga, HIIT and more
- » Access to physical activities – during our Trust-wide wellbeing week
- » Diet and nutrition webinars

FINANCIAL WELLBEING SUPPORT

- » Educational support
- » Salary sacrifice scheme
- » Flexi Perks
- » Perkbox subscription
- » Financial management





Professional Learning

At Fairfax Multi-Academy Trust (FMAT) we believe that professional learning is an entitlement for all of our employees and that regular training enables our colleagues to continually focus on their areas of growth and make improvements, along with upskilling themselves in order to secure the career path of their choice. We also understand that effective professional learning empowers its' employees to pursue a moral purpose of helping students to thrive and as a result, it is a key component to achieving the Trust's mission to "enrich lives and transform futures".

FMAT have invested in various services and partnerships to provide a wide variety of options in relation to further training opportunities.

Members of staff benefit from the far reaching work of Trust wide team and strategic network groups. These groups work collaboratively across the Trust to ensure the best practice is shared and that strategies for effectively reducing workload are explored and implemented. Colleagues from all academies for the membership of these groups and new members of staff are encouraged to become active participants once they have settled into their new roles.



LEADERSHIP

- » National College
- » The Key for Leaders



TEACHERS

- » ARK
- » Ambition
- » Apprenticeships
- » The Key
- » QTS Career Stage Professional Learning
- » Handsam



BUSINESS SUPPORT

- » Apprenticeships
- » National College
- » Handsam

Job Description

Role Title:

Teacher

JOB PURPOSE

- To be accountable for student progress and development within the curriculum area.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers.
- Be aware of the statutory framework within which they work and contribute to the development, implementation and evaluation of the policies and practice of the school.
- Provide a first-class education to each student that attends the academy, through their own professional development and be a role model of professionalism and good practice.

MAJOR DUTIES AND REQUIREMENTS

Teaching and Learning

- Have a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies 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.



Job Description

- 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.

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 a provided to students and guide students on how to improve their attainment and refine approaches accordingly.

GENERAL

- Be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.



- Ensure the behaviour policy and systems are implemented effectively so that effective learning can take place.
- 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.
- 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.
- 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.
- Continue personal professional development as agreed.
- Engage actively in the performance review process.
- Comply with the School's Health and Safety policy and undertake risk assessments as appropriate.

CLASS TEACHER RESPONSIBILITIES

- Undertake the normal responsibilities of a teacher.



Job Description

- Undertake such duties as their respective Line Manager may determine as reasonably falling within the role
- Undertake whole academy duties as may be reasonably determined by the Principal
- Uphold the values of Fairfax Multi-Academy Trust and Erdington Academy with all stakeholders
- Carry out the duties of a teacher as set out in the current Teachers' Standards Document
- Plan and deliver lessons in line with the Academy's Teaching and Learning Policies
- Develop students' literacy and numeracy skills within a specialist subject area
- Ensure ALL learners make good progress by differentiating tasks and liaising with Teaching Assistants as necessary
- Regularly assess students' work, giving appropriate feedback (formative and summative) and use student data to plan appropriate challenging objectives and differentiated tasks in lessons and homework
- Ensure every student knows their level or sub-level and understands the steps required to achieve the next stage in their progress and attainment
- Set an exemplary role model in terms of dress, punctuality and attendance
- Attend and participate in parent and open evenings as required
- Uphold the Academy's Behaviour for Learning Policy and Uniform Code
- Participate in staff training, INSET and Professional development opportunities
- Ensure that the learning environment is attractive, tidy, safe and conducive to student learning
- Adhere to the academy policies regarding Health and Safety, Safeguarding, ICT usage and Educational visits/trips
- Provide cover for staff in line with the 'Rarely Cover Agreement'
- Make a particular contribution to building team commitment, in particular:
 - Provide a role model for professional practice in the school
 - Make a distinctive contribution Compared with other less experienced teachers
 - Contribute effectively to the wider team



Person Specification



The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) 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 successful applicants.

EXPERIENCE, KNOWLEDGE AND QUALIFICATIONS

- Ability to manage pupils firmly, warmly and in a manner which makes the Academy community safe.
- Ability to teach outstanding lessons.
- Strategic and creative approach to problem solving.
- Comfortable with outstanding practice.
- Ability to build and maintain effective relationships through excellent interpersonal skills.
- Excellent verbal listening, literacy and written communication skills.
- Excellent verbal, listening, literacy and written communication skills.
- Ability to inspire, challenge, motivate and empower others.
- Ability to develop effective teamwork and be able to contribute effectively to a range of teams.
- Inclusive approach to education.
- High expectations of self and others.
- Ability to work under pressure maintaining sense of perspective.
- Ability to prioritise, manage own time effectively and deal with conflicting demands.
- Ability to demonstrate integrity, reliability, commitment, dedication, resilience and tenacity.
- Ability to assist staff and students with various tasks.
- Ability to work autonomously with minimum supervision, or as part of a team if necessary.
- Excellent organisational skills
- Effective interpersonal skills with individuals and groups of people – staff and students.



Person Specification

Continued

- Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and applications.
- Knowledge, understanding and. Commitment to safeguarding and promoting the welfare of students.
- Ability to form and maintain appropriate relationships and maintain professional boundaries with students.
- Excellent attendance and punctuality.
- Willing to undertaken appropriate training and development with a positive attitude.
- A commitment to the ethos, vision and values of the Trust.
- Ability to travel to meetings if required.

PROFESSIONAL DEVELOPMENT

- Evidence of recent relevant further professional development.
- Recognition that life-long learning is an essential part of personal development.

REFERENCES

- Positive recommendation in professional references.
- Professional references without reservations.

“FMAT is the first education setting I’ve worked in that has great employee benefits. Perkbox enables you to make savings on everyday purchases. It also acts as a recognition tool where colleagues can thank you for a job well done.

Tina Aucott, Data Manager





“

Students at Fairfax are incredible and the house system is what makes Fairfax such an enjoyable place to work, providing healthy competition and something to always get involved in.

Jack Bibb, Humanities Teacher

How to apply

To apply please visit [FMAT Careers Page](#)

[FMAT Careers](#)

For candidates invited to interview, these responses will be explored further, together with the other elements of the Person Specification.

All appointments are subject to satisfactory references and eligibility to work in the UK.

FURTHER INFORMATION

Should you have any queries or would like a confidential conversation about the role, please contact our recruitment team on:

recruitment@fmat.co.uk or call 0121 788 4100

“

I have now worked across two schools within the Trust and have gained not only lovely colleagues but good friends too. Our staff enjoy and celebrate the success of our students.”

Naomi Walsh, Deputy DSL





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EXCELLENCE.
DEDICATION.
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