

Enriching lives; transforming futures - starting with you.

# **BOURNVILLE** ALL-THROUGH SCHOOL

TEACHER  
CANDIDATE  
PACK

  
**BOURNVILLE**  
**SCHOOL**

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

 **FAIRFAX**  
MULTI-ACADEMY TRUST

# Welcome from the Principal



## Dear Candidate

**Thank you for showing an interest in joining the team at Bournville All-Through School, part of Fairfax Multi-Academy Trust. Since I joined Bournville school in April 2023 I have had the pleasure in seeing the school go from strength to strength. This continuous improvement journey can be attributed to the skill and professionalism of the dedicated team who work at Bournville. We have been on a clear trajectory to making small daily steps that result in big changes and everything we do is underpinned by our Academy values; ready, respectful, safe.**

With initiatives now embedded, there is a clear improvement in student behaviour and a real sense of community and culture. Teachers are focused on planning and delivering engaging lessons within a calm and orderly environment. Safeguarding has always been and will continue to be a priority and we have a strong team supporting the pastoral care of our students. We know that all these measures will lead to improved outcomes overall. So, for you, this is an exciting opportunity to join and be part of the highly skilled Bournville team.

Bournville currently has almost 670 students from Reception to Year 11. Located in the south of Birmingham, the Academy serves students from the wider community, with close to 63.7% from a disadvantaged background, 22.7% on the SEND register and 16.7% EAL.

As Principal, I am excited about the collective spirit that is apparent as we embark on our next phase of continued growth and school improvement. The experience of being a key player in bringing about systematic change will be an essential part of the successful candidate's

portfolio. The current focus is to ensure that we deliver an engaging curriculum that inspires all children to achieve the very highest levels of learning. This will continue to be supported by a calm and orderly environment that is achieved by the consistent application of the high expectations by all stakeholders. The staff and leaders at Bournville have genuine care and passion for the Academy and the community it serves. We work at pace to ensure the best education can be delivered on a daily basis and the resources required to bring about the necessary improvements are being made available.

It is also an exciting time to join the Trust as we are now entering the next phase of our development, having established ourselves as a mature MAT. We have attracted and recruited a wide range of experienced central leaders who have worked in a range of different Trusts. Given this, and the extensive connectivity of members of the Central Team with other leading Trusts across the country, FMAT is very well placed to build on its existing strengths.

This role poses an opportunity for the right candidate to fulfil their vocational passion, whilst making a real impact, raising standards and consequently "enriching the lives, and transforming the futures" of our young people. They deserve nothing less.

**Marie Rooney | Principal**  
Bournville School



# 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.



READY



RESPECTFUL



SAFE

# 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



“

One of the most important things to me is that the Trust and Bournville have a strong focus on personal development and learning.”

*Audrey Baker-Smith, Exams and Data*



# 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



## How to apply

To apply please visit TES by clicking on the link below.

[Bournville School - TES jobs](#)

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**

# Job Description

Role Title

Teacher

## ROLE PURPOSE

To be accountable for student progress and development within the curriculum area and maintain an up-to-date knowledge and understanding of the professional duties of teachers.

The postholder will 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.

To 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 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 relation 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, number and new technologies to support their teaching and wider professional activities.



READY



RESPECTFUL



SAFE

# Job Description

## 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 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.
- Undertake such duties as their respective Line Manager may determine as reasonably falling within the role.

# Job Description

- Undertake whole academy duties as may be reasonably determined by the Principal.
- Uphold the values of Fairfax Multi-Academy Trust and the 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.
- 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.
- 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'.



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I have enjoyed working collaboratively with FMAT colleagues in Trust Network Groups (TNGs) and I have benefited from a range of CPD opportunities that have prepared me for middle leadership. For example I am currently studying for an NPQLT through Ambition Institute.”

*Laura Walton, CL Art*





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**EXCELLENCE.**  
DEDICATION.  
**AMBITION.**  
INTEGRITY.  
**TRADITION.**

ENRICHING **LIVES;** TRANSFORMING **FUTURES**