

Fowey River Academy

Candidate Information pack

Raising Standards Director:
STEAM

Section 1: Letter from the Principal

Dear Applicant,

Thank you for your interest in our academy. We hope that this letter and the attached information helps you to understand that we are working hard to make our academy stand out from the crowd; we intend to become a school of choice in the local area. To achieve this Fowey River Academy is evolving, and fast.

The people we appoint are key to that intention and, unsurprisingly, we are very clear about the type of colleagues we now need.

This is a new position and you it will gain you membership of the Extended Leadership Team at FRA. It is anticipated that the teaching load of the post holder will be approximately 50% because it is recognised that the post carries significant leadership and management responsibilities.

The RSD:STEAM will be a visionary and committed leader and he/she will directly line-manage the Heads of Faculty in Maths and Computing, Science and the Creative Industries. Your role is to deliver an exciting and engaging 21st Century STEAM curriculum offer and you will coach staff to generate and use available data to secure 'mastery' and high outcomes for all groups of learners.

We love innovators and leaders who are able to model perseverance, enquiry and endeavour. Therefore:


- ✓ You will be multi-skilled and able to move effortlessly between being a team member who is a genuine collaborator, to an independent expert in your field.
- ✓ You will be positive, enthusiastic and inspirational to those working with and around you.
- ✓ You will be a creative practitioner who wants to share your talents to develop others.

Our students are amazing, but they do not always see the endless possibilities that are out there in the Big Wide World. We need teachers who know how to open eyes, minds and hearts.

We have a strong sense of what we are about and so I would like to explain to you our philosophy and approach.

FRA believes in a growth mind-set. Intelligence is not fixed, but can and will be grown and nurtured. Our Adventure Learning ethos promotes exploration and discovery. We are committed to the idea that everyone is capable of excellence - the first attempt at something is just that, a first attempt. We believe that failure only occurs when you stop trying or there are insurmountable barriers.

Our philosophy is to teach students to persevere in order to master academic knowledge and skills; we need to teach them how to be resilient when faced with a challenge.



So, is FRA the right place for you?

It is if...

- You like change because you understand that it develops you - and you don't want to be someone who stands still.

It is if...

- You want to get excited about possibilities, develop pedagogy and up-skill, constantly.

It is if...

- You are the sort of person who insists that learning is memorable and fun.

We admire people who have got themselves out there – we call them 'magpiers'. These are the people who will bring world-class ideas that work to beautiful Mid Cornwall and change lives.

If this excites you and you want to work hard with us to develop your career then we would love to hear from you.

The application pack consists of:

1. Letter from the Principal
2. Initial tasks expected of the post-holder
3. FRA's curriculum and assessment philosophy
4. Job Description
5. Person Specification
6. How to apply

Yours,

A handwritten signature in blue ink that reads "Martin Dale". The signature is written in a cursive, flowing style.

Martin Dale
Principal

Section 2: What will be the initial tasks of this new role?

- You will need to get to know your teams. Uncover their strengths, their passions, their potential and future areas of excellence. Analyse their past performance and determine, through Performance Management, what you require their future performance to be. You will need to quickly establish each team member's development needs and, with the relevant Head of Faculty, construct a CPD package for them.
- You will need to become an architect of a new curriculum model. We are interested in exploring a blended STEAM approach at KS3 for example.
- You will need to create a development plan for the new curriculum's planning, resourcing and delivery.
- You will need to engage with your teams and establish how you will monitor their performance. It will be your responsibility to promote areas of good practice and develop a positive culture that will deliver results, for all.
- You will need to determine our STEAM USP (Unique Selling Point):
 - What will make FRA stand out from other schools taking a STEAM approach?
 - What will make us stand out in the local area? We aim to be an academy of choice in the local area because (i) we do things differently and in a way where results go through the roof and (ii) because everyone is so committed to what they do and how they do it.
 - We are an Adventure Learning academy – what does that mean for your team?
 - What innovative and adventurous ways will your team teach and your students learn?
- You will need to establish outstanding professional relationships with parents, members of the community and experts in your field. You will want people visiting us, talking about us, using us as case studies.

Section 3: FRA curriculum and assessment philosophy

At FRA we are creating a mastery curriculum.

Each year is broken down into 4 semesters and each semester lasts for 9 weeks. We start with the end point: the end of semester assessment. We then work backwards and teams work together to ask: what knowledge needs to be taught? what skills need to be developed? and which techniques need to be practised in order to pass? We understand that it is our job, as teachers, to then make that happen over the coming 9 weeks of structured learning.

As teachers and leaders, we understand that our success directly correlates with student success – they are interlinked. We are only as good as the students' results.

A little more about our assessments:

The end of semester assessment, in each year group, will always be in the form of a GCSE style question.

Our belief is that through careful curriculum design all students, whatever their age, are capable of accessing, understanding and succeeding in GCSE level content. It simply means that some content is more Year 7 friendly than others. It's all about experts knowing their subject well and ensuring that solid foundations stones are put in place from day 1. Our students, on the whole, have successfully completed KS2 with significant numbers of them at Age-Related Expectations – our job is to acknowledge the great work our feeder primaries have done and build on it from the moment they join us in Year 7: no KS3 dip, no 'wasted years'.

Every unit starts with a memorable and engaging entry point and students are tested on their prior knowledge on the topic they are about to study. This determines how each curriculum team will then proceed and it affects their planning of what needs to be then done, practised and delivered.

Over the next 7 weeks, teams co-construct learning activities so that all students are able to access the material in order for most to 'master' the content.

However, teams are only ever asked to do this in 2-week blocks because, after each fortnight of learning, time is given to teams to work on identifying what went well and crucially, what didn't and why. Teams then determine which students are ready to move on and which need additional/ alternative input in order for them to master the previous two weeks' content.

At this point, it is up to teams how they then manage the situation, but the goal is simple: challenge, stretch and deepen the knowledge and understanding of those who have mastered the previous fortnight's content, but ensure that no-one is left behind.

Curriculum teams have considerable scope and flexibility: class sets do not have to be fixed, teachers may team teach, someone might run a masterclass or a catch-up group, for example.

We are encouraging teams to classify and explicitly offer different types of lesson experience: lectures (good old-fashioned didactic input from experts), labs (where hypothesis testing and experimentation occurs), masterclasses (where specific skills are practised and refined), reviews (where students and teachers critique, adapt, refine, improve and amend work), circles (where discussion and oracy drive enquiry and new learning)...

For example: as the leader, you could decide to book one of our many large spaces to create a lecture style enrichment opportunity that is delivered by a lead teacher or external speaker (we love the idea of learning linking to real world examples and 'authentic audiences'). This then allows the rest of your team to be deployed to implement some 'therapy' to those who need the additional support. (We are a PiXL school and we are embracing DTT – diagnose, therapy, test).

We want people who are passionate about the idea of working like this and we want an academy full of staff who wholeheartedly believe that the job of a teacher is to do whatever it takes for students to legitimately achieve at least their MEG (Minimum Expected Grade) in the end of semester assessment and final examinations.

People who can think outside of the box, people who understand the importance of marginal gains, people who can create specific, planned intervention that impacts are what we are after.

Section 4: Job Description

Post: Raising Standards Director: STEAM

Salary: L4-9 (the exact starting point will be dependent on experience and negotiated at interview)

Full time, permanent.

Teaching commitment: 10 periods out of a 20-period week

Responsible to: Senior Leadership Team

Overarching responsibilities of this post:

- provide inspiration and support for staff and students in developing and implementing new innovative learning opportunities. Connect with teachers individually to support each teacher's innovation growth from their own starting point and at their own pace. Publicly celebrate attempts, successes, and failures in new endeavours.
- support development of a community-wide common language around innovation, including staff, students, families, and local community. Reach out to "outside" community to collaborate and form partnerships, particularly with feeder primaries, other academies in our MAT and other schools both locally and nationally.
- create safe physical and emotional spaces for teachers to explore and develop innovative learning opportunities. Support a cultural shift towards more collaboration and less competition among staff building capacity and acting as a multiplier of staff and student strengths.
- establish long-term and semester goals for innovation growth milestones.

Initial tasks of the role:

- To appraise the curriculum teams you line -manage, uncovering their strengths, their passions, and their potential in order that the post-holder can then vision, and create, with each Head of Faculty an improvement plan to establish STEAM as an Area of Excellence.
- To analyse the Maths and Computing, Science and Creative Industries teams' past performance and determine, through Performance Management, what future performance must be.
- To quickly establish each team member's development needs and, with the Head of Faculty, construct a CPD package for them as part of their Performance Management.
- To be a lead architect of a new curriculum model that re-organises the STEAM curriculum into appropriate blocks of learning following the appropriate academy policies
- To create a development plan for the new curriculum's planning, resourcing and delivery, taking account of financial considerations and bidding for additional grants/resources as necessary.
- To establish with the Heads of Faculty how their work will be monitored by the post-holder i.e. how you will spot what is going well and what needs improvement.
- To be a surgeon – cutting out ineffective practice.
- To determine the STEAM team's USP (Unique Selling Point). Determining what will make the team stand out.
- To make visible what it means to be an Adventure Learning School – shaping what that means in day-to-day practice within the STEAM subjects by determining innovative ways that the team will teach and students will learn.
- To establish outstanding professional relationships with parents, members of the community and experts in your field to ensure that people will want to visit Fowey River Academy, talk about us, using us as case studies.

On-going responsibilities:

- To lead, support, motivate, encourage and develop all members of the departmental team.
- To establish the vision and strategic direction for the department and implement and develop an appropriate curriculum in line with Fowey River Academy philosophy and policies.
- To provide leadership and direction in developing high standards of teaching and learning across the department by teaching outstanding lessons and by being a coach for other members of the team
- To ensure that the aims and policies of the academy are implemented and embedded through the curriculum and by the departmental team.
- To monitor the effectiveness of the department and take appropriate action where there are concerns.

Curriculum responsibilities:

- To ensure that there are detailed and appropriate schemes of work in place that meet the needs of FRA policies and the appropriate examination courses.
- To ensure that schemes of work are appropriate to different ability groups and meet the needs of all students including those who are particularly gifted and talented or those with additional needs.
- To require and facilitate the development and implementation of new strategies and approaches to teaching and learning to raise standards and evidence the impact of change.
- To ensure that all members of the department set homework in line with academy procedures.
- To lead, encourage and facilitate involvement in the academy's extra-curricular and enrichment programmes and out of hours study sessions for intervention, revision and coursework catch-up.

Assessment and target setting responsibilities:

- To ensure that there are appropriate systems for assessing and monitoring student progress across the department as per policy.
- To embed assessment for learning across the department to ensure that teachers assess accurately; lead moderation and standardisation processes as directed by the academy meeting calendar and at other times as appropriate.
- To act where members of the team are not assessing accurately and rectify it through bespoke CPD/coaching for those staff members.
- To ensure that students and parents are aware of current grades and what they need to do to improve by ensuring that ongoing reporting processes are up to date and marking policy is adhered to.
- To ensure that the relevant areas of the whole academy assessment database are accurate and up to date and that department staff have completed tasks to deadlines.
- To act when deadlines have not been met and hold team members to account by following appropriate academy policies.
- To work closely with the Examinations Team and ensure that information/data is provided for internal/external examinations as required.
- To ensure the team deliver outcomes that narrow existing gaps of key groups.

Leadership - main responsibilities:

- To lead the STEAM departments in implementing whole academy initiatives as identified in the Strategic Improvement Plan.
- To lead the STEAM departments in completing accurate and evidence based self- review documentation, ensuring they are completed to deadlines as stipulated on the academy calendar.
- To identifying departmental strengths and areas for development.
- To produce and implement an impactful and short term Department Improvement Plan each semester.
- To ensure that academy policies regarding rewards and sanctions are followed effectively to encourage high standards of student engagement across the department.

Footnotes

- i. The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to him/her by the Principal or his representative.
- ii. This Job Description may be reviewed at any time via consultation between the SLT and the post-holder, as may be necessary and appropriate to the needs of the academy. It will be reviewed annually.

Section 5: Person Specification: Raising Standards Director: STEAM

Qualifications:

- Good honours degree in a relevant discipline
- Qualified Teacher Status

Qualities/experience:

- expertise in listening and understanding needs, as well as in introducing new ideas without forcefulness.
- reflection skills
- perseverance, resilience, and comfort with ambiguity and change.
- varied professional experience, both in classroom settings and outside of schools.
- former entrepreneurs are encouraged, having demonstrated the ability to independently develop professional connections and skills.
- Proven record of managing diverse resources in a school or similar environment
- Previous successful experience in a leadership role
- Successful involvement in performance management, self-evaluation processes and data analysis
- Experience in development of strategic objectives.
- Experience of conveying information in a non-obtrusive manner.
- Experience in contributing to establishing performance targets and the monitoring of performance against these.
- Experience of school development planning and implementing the vision to take the school forward.
- Proven track record of gaining excellent results with high value added

Key attitudes and skills needed for this post:

- a sense of priority: know what's most important for students at particular stages of development; what they must learn, what they must use and when.
- A willingness to tackle difficult issues
- see what's most important in any given circumstance, and cultivate what's necessary from there.
- embrace selflessness so that your innovation is inclusive.
- have a total commitment to the STEAM team and the mantra: "If you want to go fast, go alone; if you want to go far, go together".
- ability to manage time and resources expertly; sharing workload and being a genuine collaborator.
- be aware of, but not limited by, exemplar models of innovation in STEAM subjects and not allow these to stifle creativity; use ideas that have been accomplished by others before you to have an idea of what's possible - and of what you might be missing.
- be willing to take risks, be able to learn from failure and know the difference between thought out innovative plans and half -baked ideas.
- be trusted by students, parents and colleagues.
- Ability to take on numerous roles within a team to enable it to function effectively
- Ambitious and driven and able to articulate a clear personal career path and development strategy

Section 6: How to apply

We hope that you like what you have read, and subsequently are inspired and motivated to apply. If so, please complete the application, self-declaration and equal opportunity form. Please note CVs will not be accepted.

We look forward to hearing from you by the deadline. **Please note we reserve the right to close this vacancy earlier than advertised should the position be filled or we receive a high volume of applications**

Closing date: **9.00am on Monday 23rd April 2018**

Please send completed applications to Ali Honey, ali@neopeople.net
(Should you require alternative formats please contact Ali)

Fowey River Academy is an equal opportunities employer and is committed to Safeguarding and promoting the welfare of children and young people. The post is subject to satisfactory receipt of all statutory requirements in line with safer recruitment, inclusive of an enhanced DBS check.

Martin Dale
Principal