



**Framwellgate School Durham**

# **Teacher of Religious Studies**

**Candidate Information Pack**

**Salary – MPS/UPS**

**Start Date – 1 September 2020**

**FRAMWELLGATE SCHOOL DURHAM  
TEACHER OF RELIGIOUS STUDIES  
MPS/UPS**

**Required from 1 September 2020**

We wish to appoint a highly motivated and reflective teacher of Religious Studies to bring a high level of subject expertise and help to improve the quality of teaching in this rapidly improving school. A new Headteacher took up post in 2017, and we have assembled an excellent group of senior leaders and teachers who are having a significant impact on the quality of teaching and outcomes. With a new ethos and uniform in place, excellent behaviour and an aspirational culture, we want to achieve more. We received a very positive Ofsted inspection in May 2018, where our leadership & management, 6<sup>th</sup> form, and students' personal development, behaviour and welfare, were all graded "Good". Our A Level progress figures in 2018 were the best in Durham, and we have made significant improvements to our curriculum and teaching, and to reducing teacher workload.

Framwellgate School Durham is a rapidly growing 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 25% in two years and by September 2020 we will be oversubscribed with more than 1300 students on roll.

The successful candidate will possess subject expertise alongside energy and enthusiasm. They will believe that every young person deserves the very best education. A commitment to raising achievement, and a willingness to learn, train and develop as a teacher are all essential. We can offer you an environment where student behaviour is excellent, prior attainment levels are amongst the highest in the North-East, and our students and staff are a pleasure to work with. With over 20 new teachers, including a number of NQTs appointed over the last two years, we have quickly become a vibrant and exciting school in which to develop your career.

If you would like to arrange a visit prior to submitting an application please contact Fiona Thompson, Executive Assistant at [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com) to make arrangements.

**Key Dates**

**Pre-application visit dates:** 13<sup>th</sup> January 2020 (9am-10.30am); 14<sup>th</sup> January 2020 (9am-10.30am or 4pm-5.30pm\*-this last time slot will not allow you to see the students in lessons)

**The closing date for applications is** Friday 17<sup>th</sup> January 2020 at 9am

**Shortlisting will take place on** Friday 17<sup>th</sup> January 2020 with shortlisted candidates contacted by the end of that day

**Interviews are scheduled to take place on** Friday 24<sup>th</sup> January 2020

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and Section 128 clearance will be required for this post, together with completion of a pre-employment health questionnaire.

**The Excel Academy Partnership  
at Framwellgate School Durham**

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## **Letter of Welcome from Andy Byers, Headteacher**

Dear Applicant

I am delighted that you are interested in this post. Framwellgate School Durham (FSD) is a fantastic school. I took up post in September 2017 and have appointed a new Deputy Head, 2 new Assistant Headteachers, and a Director of Safeguarding, all of whom took up post in January 2018. Working alongside our other talented and experienced staff, the potential is here to make the school truly outstanding. Although our 2016 and 2017 outcomes were below average, the intake of students at key stage 2 is on

a par with most of the high performing schools in the region and we significantly improved outcomes in 2018, achieving similar results again in 2019. Student behaviour is excellent, and we put a great deal of emphasis on ensuring that teachers can work in an environment where students want to learn. The strength of the school has always been its caring ethos and strong community links, and these remain. By introducing new systems to manage behaviour, rewards, assessment, marking, and teaching, and with a new ethos and curriculum, we have made huge strides in transforming the school.

I am looking for teachers who are passionate about their subject, have excellent subject knowledge, and who are reflective practitioners, to help us to continue to improve outcomes. I think this is an incredible opportunity and hope you will too; you must be able to work in effective teams and demonstrate resilience, humour and enthusiasm. You must never settle for second best. I will guarantee you our time and support and a fabulous place to come to work every day, especially as we have taken significant steps to reduce teacher workload.

If you can, please come and visit. I'd love to talk to you in more detail about our plans and if you haven't visited the school before, I think you will be impressed with many aspects of it. You might also want to decide whether you can work with us! If you can't make a visit, we won't hold it against you (honest!) and would still be delighted to receive an application.

In your application, please focus on what makes you an effective teacher (or why you want to become a teacher if you are still training). Tell me why you are passionate about your subject and make me feel like I am reading about you; try not write a generic letter which ticks the right boxes but doesn't tell me what you are like as a teacher or colleague.

I am also very interested to learn about what else you can offer the school. I am sure that the thing you remember most about your own time at school was the sports team you played in, the trips or visits you went on, or the school production you were part of. We need our staff, whatever subject they teach, to share their passions (human rights, music, sport, the environment, outdoor education, drama etc.) with our students, so that our extra-curricular offer is truly special.

We have changed so much over the last two years (new teachers including many NQTs, a new sports centre, a new school day, dedicated CPD time each week, a new ethos statement, new uniform, a new curriculum) and have much more planned for 2020. Developing teachers in a supportive environment is at the heart of what we do.

Finally, one of you reading this will become a Religious Studies teacher in a fantastic school next September. You will love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

January 2020



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## About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1250 students on roll including 130 in the Sixth Form. Our roll is projected to increase by a further 50-60 in September 2020 (by which time we will be oversubscribed), and within the next two years, we envisage a roll of 1400 including 230+ in the sixth form. The school serves the population to the north of Durham city, primarily from the Newton Hall estate, but we attract students from a wide surrounding area and over 20 feeder primary schools. We are a high achieving 11-18 academy with a strong track record in both provision and outcomes. We are fully committed to the students in our care, and work to ensure that both the pastoral provision and quality of teaching is the very best.

## Aims and ethos

Framwellgate School Durham is a community that values learning and celebrates achievement. We are an inclusive comprehensive school with high expectations of both our staff and students alike. In the Spring of 2018 we consulted students, staff and parents, and re-evaluated our ethos; the result of this exercise was a new ethos statement (below) which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. Our new school uniform was introduced in September 2018.

### Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

## The curriculum

We are committed to providing a knowledge rich curriculum which responds to the needs of the individual student, whilst ensuring access for all to a broad and balanced range of educational experiences. For many students, this means learning with us from 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning, during any key stage, as being to prepare students for the next one. Our curriculum is carefully planned and sequenced and taught by subject specialists.

We recognise that whilst all our students have needs, some have more significant barriers to learning. We are an inclusive school, and through the work of the Achievement Centre, we seek to remove or minimise any barriers to learning that our students may have, be they emotional, physical or academic.

At Key Stage 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC courses which meet the needs and interests of all our students. Nearly all our Year 13 students go on to university, most choosing to study at Russell Group universities.

## Pastoral Care and Support

Pastoral care is a strength of the school. This was recognised by Ofsted in 2018. All students are placed in tutor groups, and almost all teachers have a pastoral responsibility, remaining with their tutor group as they move from Year 7 to 11. The tutor is the first port of call for all students. In 2018 inspectors praised student behaviour; indeed, we



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place a real emphasis on this aspect of school life and believe that teachers can't teach, and students can't learn, unless behaviour in the classroom, and around school, is excellent. We have effective and robust systems in place to manage behaviour and tackle issues from low level disruption, to more serious incidents.

## **Teaching and Learning**

Having introduced new systems to manage various aspects of school life, and a new knowledge rich curriculum, we spent 2019 developing and improving our classroom practice. We place a very high priority on developing our staff professionally. Middle leadership training has been a strong focus this year and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs and move forward in their practice. In 2017 we introduced collaborative planning time for all departments, to allow them to work together to plan exciting and engaging lessons.

We aim to ensure that our teaching stretches and challenges students, and we are increasingly research-led. We don't ask teachers to follow a prescribed learning cycle but we have invested a significant amount of time on training and CPD and have embraced Rosenshine's principles in planning the key ingredients of a good lesson.

The development of teaching is supported through a supportive appraisal process (no data-driven progress targets and objectives linked to improving professional practice), and lesson drop-ins and learning walks. The support for NQTs is exceptional and we are in the process of developing other training strands for RQTs and those aspiring to middle and senior leadership.

## **Ofsted**

Ofsted does not determine our practice, nor does it dominate our thinking, but we believe that our ethos, curriculum, teaching and support for students are such that an inspection will confirm our own judgements and recognise our successes. Our inspection of May 2018, soon after the new leadership team had taken up their posts, confirmed that we were heading in the right direction. Inspectors highlighted the following **"Strengths:**

- The new headteacher, supported by a recently appointed and skilled senior team, has brought much-needed drive and ambition to the school. In a short period of time, they have tackled a significant number of weaknesses effectively.
- Pupils' behaviour, sixth form achievement and pupils' progress in English and mathematics have improved. The quality of teaching is also improving.
- Pupils behave very well around the school. Most are attentive in lessons and show respect for each other's opinions. Parents and pupils value the high level of support provided by the school's pastoral team
- The sixth form is good. Most students make strong progress in their chosen studies. They are well supported to go onto higher education, training or employment."

A positive monitoring visit in July 2019 demonstrates that we are on the right track.

## **The Website and Social Media**

Our website ([www.framdurham.com](http://www.framdurham.com)) gives an insight into the school and I would encourage all prospective applicants to look at it although please note that we are updating this in the early part of 2020 to improve the curriculum information, overall look, and navigation on the whole site. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram\_official). The Headteacher also writes a weekly blog ([www.framheadteacher.com](http://www.framheadteacher.com))



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## **The Religious Studies Department**

The Religious Studies department, led by Anna Fenwick, is a particularly strong department and offers an excellent opportunity to launch or develop your career. Anna joined the school in September 2019 and our Head of Sixth Form, and one of our Assistant Headteachers are also qualified Religious Studies teachers. This post has been advertised because the department is expanding which is unusual in non-faith schools. We operate a three-year KS4 and from September 2020, the majority of our students, starting in Year 9, will take GCSE Religious Studies as a compulsory part of their curriculum. Importantly, they will be allocated the same amount of time as option subjects.

There will be some PSHE teaching at KS3, but the majority of your teaching load will be GCSE and KS3 RE. Our aim is to offer Philosophy and Ethics at A Level within a year or two.

With an increasingly evidenced based approach to teaching and significant investment in CPD, we hope that this position will be attractive to trainee or experienced teachers alike.

## **Finally**

We can offer the successful candidate:

- A great school to work in with huge capacity for change;
- A talented and committed staff dedicated to securing the best outcomes for our students;
- A vibrant local community, loyal to the school, with very strong relationships between staff, students and parents;
- The opportunity to help FSD improve further and put teachers at the heart of this improvement.

Good luck with your application.

**Andy Byers**  
**Headteacher**  
**January 2020**

## **Job Description: Teacher**

### **Responsibilities**

To carry out the responsibilities of a subject teacher as outlined in the Teachers' Standards and career stage expectations, and all responsibilities of the school in relation to the health and safety/safeguarding of students and staff. These activities include:

#### **1. Teaching**

- Set high expectations
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons in the classes you are assigned to
- Teach within the context of the directorate's plans, curriculum and schemes of work
- Prepare students for internal and external examinations
- Adapt teaching to respond to the needs and strengths and needs of all pupils
- Direct and supervise support staff assigned to you or the students in your classes

#### **2. Impact on educational progress of own students.**

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes
- Meet targets for the students in your assigned classes & monitor progress against these targets
- Makes accurate and productive use of assessment
- Report appropriately to parents on student progress in line with the school's assessment calendar
- Monitor standards of behaviour and apply whole school and directorate policies;
- Support the work of the directorate in planning and implementing strategies for improvement (including intervention and revision sessions)
- Mark work and provide written feedback to students on a regular basis and in line with the whole school/directorate policy

#### **3. Whole School**

- Participate in professional development activities, maintain and develop expertise, and share this with others;
- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the School's values and vision
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Participate in arrangements for your own appraisal
- Communicate appropriately with pupils, parents and carers, and other colleagues in school
- Contribute to the wider life of the school either through the school's extra-curricular activity programme and/or by supporting colleagues and students with their work and development
- Promote the safety and well-being of students at all times (in line with school safeguarding policies)
- Ensure that health and safety procedures & guidance applicable to your subject/classes are followed

#### **4. UPS Teachers**

- Ensure you are highly competent in all elements of the relevant standards (taking account of career stage expectations) and that your achievements and contribution are substantial and sustained;

This generic job description may be accompanied by an annual, negotiated plan for UPS teachers indicating the areas they will contribute to educational progress beyond their own students.





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### Person Specification: Teacher of Religious Studies

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree in Religious Studies or a related subject</li> <li>DfE recognised teaching qualification such as a PGCE or equivalent.</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Recent and relevant experience of teaching Religious Studies at secondary level up to 16. A recent or current ITT course is sufficient to meet this requirement</li> </ul>	<ul style="list-style-type: none"> <li>Recent and relevant experience of teaching RS or Philosophy to post-16 students. A recent or current ITT course is sufficient to meet this requirement</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to inspire, motivate and challenge students</li> <li>Ability to plan and teach well-structured lessons which achieve outcomes which are at least good and are often outstanding</li> <li>Ability to meet targets for the students in your assigned classes</li> <li>Ability to work closely with a team of teaching colleagues in your department to prepare, resource and teach your subject</li> <li>Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times</li> <li>Ability to adapt teaching to respond to the strengths and needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach additional subjects is always useful. The successful candidate will teach some PSHE but KS3 English or A Level Sociology might be available to the right candidate.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Contributes to the wider life of the school</li> <li>An able and dynamic teacher who is willing to contribute positively and imaginatively to this successful department, demonstrating humour, energy and resilience. We are looking for someone with the capacity to develop quickly into a consistently outstanding teacher</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to contribute regularly to our extensive extra-curricular activities programme</li> </ul>

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## **The Application Process**

Please complete the Application Form available from our website.

### **Guidance on completing the application form:**

Candidates are requested to complete the application form in full. Section D towards the end of the form requires you to set out thorough evidence of how you meet the criteria included in the person specification. This will be used in the shortlisting process. This section should be no more than 1,000 words.

### **Letter of application:**

In addition to the application form and evidence described above, you will need to submit a letter of application. In this letter you should explain how your experience as a teacher or trainee teacher prepares you for this role, the skills and qualities you believe you can bring to the job, what you can offer FSD, and why you are excited to be applying to our school. The letter should be no more than 1,500 words or two sides of A4.

Your completed application form should be emailed 'in confidence' to [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com) by **9am on Friday 17<sup>th</sup> January**. All applications will be acknowledged by email.

### **Key Dates**

**Pre-application visit dates:** 13<sup>th</sup> January 2020 (9am-10.30am); 14<sup>th</sup> January 2020 (9am-10.30am or 4pm-5.30pm\*-this last time slot will not allow you to see the students in lessons)

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