



**The Excel Academy Partnership  
Framwellgate School Durham**

**Learning Resource Centre and Library  
Officer**

**Candidate Information Pack**

**Salary scale: Grade FSD4 (Pt 5-6) £18795 to £19171 (FTE)  
Pro rata to hours and weeks worked £15,385 to £15,693  
Full time (37 hours per week)  
Term time only**

**Start Date – A.S.A.P.**

**FRAMWELLGATE SCHOOL DURHAM**  
**Learning Resource Centre and Library Officer**

We wish to appoint an inspirational and highly motivated LRC and Library Officer to make a real impact in this rapidly improving school. The school has undergone significant change over the last three years with improving outcomes, a new ethos & uniform, excellent student behaviour and a 30% increase in the school roll. Some of these changes were reflected in a positive Ofsted inspection in May 2018, where our leadership & management, 6th form, and students' personal development, behaviour and welfare, were all graded "Good". The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education.

The successful candidate will possess energy, vision and enthusiasm and believe that every young person deserves the very best education. This is a fantastic opportunity for a new member of the support team to run the LRC and library and encourage active use by staff and students so that it becomes the hub of the school. As part of our building developments/extension, the library has just been relocated into a new space in school so this is the ideal time for someone to take up the post and shape the new learning resource centre and library. A commitment to supporting colleagues in raising achievement, and a willingness to work as part of a wider support team are 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.

Framwellgate School Durham is a rapidly growing 11-18 non-selective secondary school within a Multi Academy Trust. The school roll is set to have increased by 35% in three years and by September 2020 we expect to have more than 1320+ students on roll.

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced DBS disclosure with barred list check will be required for this post, together with satisfactory references, and completion of a pre-employment health questionnaire.

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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 working alongside our talented and experienced staff, we have overseen significant change and improvement. Student behaviour is excellent, and we put a great deal of emphasis on ensuring that staff 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, uniform and curriculum, we have made huge strides in transforming the school.

I am looking for people who are passionate about their work, are reflective practitioners, and enjoy working in a team to make a difference to young people's lives. I think this is an incredible opportunity and hope you will too; you must be able to 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.

Three years ago, we had much smaller team; hugely talented and committed staff but struggling to make the difference they wanted due to limited capacity. By this September we will have almost completed our transformation with the appointment of more pastoral, support and academic staff.

Under normal circumstance I would suggest that you come and visit. We would love to talk to you in more detail about our plans and if you haven't visited the school before, I think you would have been impressed with many aspects of it. You may also want to decide whether you can work with us! Please see the timeline for applications at the end of this pack. If possible, we will ensure that shortlisted candidates are able to be interviewed at the school. If not, we will conduct the interviews remotely using videoconferencing technology.

In your application, please try to focus on what would make you an effective LRC and Library Officer and why you want to work at Framwellgate School Durham. Tell me why you are passionate about your work and make me feel like I am reading about you; try not to write a generic application which ticks the right boxes but doesn't tell me what you are like as a colleague.

We have changed so much already over the last three years (20+ new teachers, a new sports centre, a new school day, a new uniform, a new behaviour management policy and procedures, and most significantly, major investment in the pastoral staff) and have much more planned for 2020-21 with developments to our environment and an ever increasing number of students on roll. Developing colleagues in a supportive environment is at the heart of what we do.

Finally, one of you reading this will become a library officer in a fantastic school. You will love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

## **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 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 new 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. 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)

## **Job Description: LRC and Library Officer**

### Main Purpose of the Role

To take responsibility for the day-to-day running of the Learning Resource Centre and Library provision to provide a comprehensive service for pupils and staff.

### Main Duties and Responsibilities

To support staff across school in delivering whole school priorities through utilising the LRC as a base for extended learning.

### **Key areas of responsibility**

- Assist staff and students in using library resources
- On a daily basis use library technology including ICT, photocopiers, and cataloguing
- Manage bookings for library space and provide support for activities in liaison with teachers
- Supervise groups of students in library activities
- Manage and maintain stock and equipment to ensure the LRC meets the needs of staff and students
- Check books in and out and log information using available technology
- Liaise with staff to ensure stock supports whole school and departmental/curriculum needs
- Liaise with key staff to ensure the availability of a careers focussed library
- Be responsible for a small resource budget
- Update and maintain data and other information
- Contribute to the development of promotions, displays and other activities.
- Manage student librarians and the allocation of their work
- Supervise students in the LRC around the school day including pre and post school, break and lunchtimes.
- Support staff in using the LRC for key events
- Manage a small stock of equipment for sale to students
- To support staff responsible for display in public areas of the school
- Provide general administrative support for colleagues in school

### General responsibilities of all staff

- To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, and adhere to all relevant safeguarding policies and procedures
- To carry out your duties with full regard to the Academy's Equality Policy
- To comply with Health and Safety policies, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others

### Person Specification: LRC and Library Officer

Category	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Five GCSEs at A*-C (or equivalent) including English and maths</li> </ul>	<ul style="list-style-type: none"> <li>A* level English</li> <li>Hold a recognised library qualification at NVQ level 3 or 4</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Recent experience of working in a library or other similar environment</li> <li>Managing library stock</li> <li>Managing a small budget</li> <li>Working in a team environment</li> <li>Administrative work</li> <li>Use of appropriate technologies</li> <li>Coordination and liaison with staff</li> <li>Cash handling</li> <li>Use of own initiative</li> <li>Ability to follow instruction</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a school</li> <li>Experience in use of SIMS</li> <li>Supporting with publicity and events</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Library information, services and resources</li> <li>The value of reading</li> <li>Excellent numeracy and literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Role of the LRC/library in the school community</li> </ul>
<b>Personal attributes and practical qualities</b>	<ul style="list-style-type: none"> <li>Outstanding communication skills – verbal and written</li> <li>Be able to work under pressure</li> <li>Excellent organisational skills</li> <li>Ability to empathise with and enjoy helping young people of all abilities and cultures</li> <li>Ability to prioritise and delegate effectively.</li> <li>Ability to identify own and others' training &amp; development needs and cooperate with appropriate individuals to address these.</li> <li>Exhibit strong inter-personal skills and excellent customer care skills.</li> <li>Exhibit strong team working skills and due consideration for others.</li> <li>Empathy with students and staff.</li> <li>Proactive approach to work.</li> <li>Willingness to work flexibly when required</li> </ul>	

## **The Application Process**

Please complete the application form available from [www.jobsinschoolsnortheast.com](http://www.jobsinschoolsnortheast.com) or [www.framdurham.com](http://www.framdurham.com)

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

Candidates are requested to complete the application form in full. Section B Personal Statement 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.

Your completed application form should be emailed 'in confidence' to [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com) by **Monday 10<sup>th</sup> August at 8.30am**. All applications will be acknowledged by email. Please DO NOT upload your application to the website on which this post is advertised and please note that we do not accept CVs.

**Shortlisting will take place on Tuesday 11<sup>th</sup> August and shortlisted candidates will be contacted soon after. Interviews are scheduled to take place on Monday 17<sup>th</sup> August.**

We regret that, at present, we are unable to arrange visits to the school in advance of an application, but if you have any queries or questions about the role, please contact Fiona Thompson, Executive Assistant [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com) and she will arrange for someone to respond.