



Excellence, compassion & respect for all

FRAMWELLGATE  
SCHOOL DURHAM



**Framwellgate School Durham**

**Deputy Curriculum Leader: Science**

**Candidate Information Pack**

**Salary – MPS/UPS + TLR 2b (£4783 PA)**

**Start Date – 1 September 2021**



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**FRAMWELLGATE SCHOOL DURHAM  
DEPUTY CURRICULUM LEADER: SCIENCE  
MPS/UPS + TLR 2b (£4783 PA)**

**Required from 1 September 2021**

Due to the promotion of the current post-holder to a Head of Science position, we have a vacancy for a highly motivated and reflective teacher to carry out a key leadership role in supporting the Curriculum Leader: Science, and help to improve the quality of teaching in this rapidly improving school and expanding sixth form. Over the last three years we have assembled an excellent group of senior leaders and teachers who are having a significant impact on the quality of teaching and student outcomes. With an aspirational culture, and a commitment to evidence informed teaching, we want to achieve more. We received a very positive Ofsted inspection in May 2018 and our A Level progress figures that year were the best in County Durham. We have made significant improvements to our curriculum, teaching, and professional development programme and we are committed to reducing teacher workload.

Framwellgate School Durham is an 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% in three years and in September 2021 we will have 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 three years, we have quickly become a vibrant and exciting school in which to develop your career.

This post would suit someone wishing to take their first steps into subject leadership. Ideally, we would prefer applications from those with Chemistry or Biology specialisms

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com)

**Key Dates**

The closing date for applications is **Monday 12<sup>th</sup> April 2021 (9.00am)**

Shortlisting will take place **Tuesday 13<sup>th</sup> April 2021**

Interviews are scheduled to take place on **Tuesday 20<sup>th</sup> April 2021**

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

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

**DH1 5BQ**

**Tel: (0191) 3866628**

**Email: [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com)**



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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 most of the SLT have been appointed since then. Working alongside our other talented and experienced staff, the potential is here to make the school truly outstanding. 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. Key to all of this is our commitment to a professional development programme for teachers which includes fortnightly training on cognitive science and evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 days dedicated to training and professional development per year.

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.

Normally I would advise you to visit but current restrictions prevent this. If you wish to speak to us instead then please feel free to contact my Executive Assistant to arrange a suitable time. You might want to decide whether you can work with us!

In your application, please focus on what makes you an effective, evidence-informed teacher. If you are still training, let me know what you have learnt and enjoyed so far. 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 about your values or 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 three 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 a real focus on evidence informed teaching) and have much more planned for 2021 and beyond. Developing teachers and leaders in a supportive environment is at the heart of what we do.

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

Yours faithfully,

Andy Byers

Headteacher

March 2021



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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 1300 students on roll including 130 in the Sixth Form. Our roll is projected to increase by a further in September 2021 as the sixth form grows, and within the next two years, we envisage a roll of 1400 including 200+ post-16 students. 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,



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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 and 2020 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 (this is now a 2-year programme in collaboration with TeachFirst) 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, especially the curriculum information about what we teach in each subject. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram\_official).



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## Science

Under the leadership of Andy Gargett, the Science department has made significant improvements in recent years. We now have a settled and cohesive team of subject specialists (3 Biology; 4 Chemistry; 4 Physics), which includes a Head of Year and our Director of Behaviour; both chemists.

Key to the school's improvement in recent years has been a focus on our curriculum and the quality teaching (particularly retrieval practice and checking for understanding). We have based much of our CPD around Rosenshine's principles, and have a superb CPD programme which draws on in-house and external training and support (including from Tom Sherrington)

With an increasingly evidenced based approach to teaching and significant investment in CPD, we hope that this position will be attractive to teachers wishing to take their first steps in subject leadership. In addition to departmental support, we can offer the successful candidate monthly mentoring and coaching sessions with an external consultant, aimed at developing leadership skills.

Our website contains a lot of useful information including course booklets for KS4 and 5 with the exam specifications, and I would urge prospective candidates to spend time looking at the curriculum and how it is sequenced.

## 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**  
**March 2021**



## **Job Description: Deputy Curriculum Leader**

### **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. In addition, the following responsibilities apply to a Deputy Curriculum Leader.

- 1. Support the Curriculum Leader in leading, developing and enhancing the quality of teaching and learning in the department**
  - Lead the department towards consistently high Quality of Teaching and student outcomes
  - Co-ordinate CPD needs and activities (including Wednesday PM time);
  - Maintain and develop expertise and share this with others;
  - Act as a role model of good classroom practice
  - Ensure that all staff are aware of the inclusion needs of all students and groups and make provision for this in planning;
  - Identify and promote effective and innovative teaching strategies;
  - Plan and implement strategies for development/improvement;
  - Participate in the recruitment and appointment of staff;
  - Deploy staff effectively within the constraints allowed;
  - Lead the induction of new staff;
  - Ensure that student teachers are supported effectively;
  - Act as appraiser for identified teachers.
  
- 2. Impact on educational progress beyond own students. Support the CL to:**
  - Drive forward whole school and department change
  - Set high expectations which inspire, motivate and challenge all students in the department
  - Meet achievement targets and monitor progress against these targets
  - Lead the department in planning, teaching, feedback and assessment and monitor the quality of each;
  - Monitor standards of behaviour and ensure school policies are followed;
  - lead department self-evaluation strategies and contribute to school SEF where required
  - Plan and implement strategies for improvement and delegate effectively.
  
- 3. Lead and manage curriculum development in a department. Support the CL to:**
  - Ensure that the curriculum and exam board specifications are mapped out effectively across each key stage
  - Ensure that assessment practices are adequate, lead to improvements in student progress, and inform planning
  - Plan and implement strategies for improvement and evaluate their impact
  - Build effective liaison with feeder primary schools;
  - Build effective links with other partners (particularly higher education institutions, subject associations and other local networks) and the local community;
  - Report to the Headteacher/SLT on student performance, department planning and self-evaluation
  - Contribute to CL briefings and other middle-leader activities

This generic job description may be accompanied by an annual, negotiated plan indicating the priorities and outcomes sought and based on the priorities of the school.



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**Person Specification: Deputy Curriculum Leader: Science**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Degree in relevant 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 11-16 students.</li></ul>	<ul style="list-style-type: none"><li>• Recent and relevant experience of teaching post-16 students.</li><li>• Experience of leading a key stage or another relevant school or subject based initiative</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 and willingness to teach across more than science specialism at KS3&amp;4</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>

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.



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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.

Please try to ensure that section D of the form, and your letter contain different information.

Your completed application form should be emailed 'in confidence' to [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com) by **8.30am on Monday 12<sup>th</sup> April 2021**. 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.

### **Key Dates**

The closing date for applications is **Monday 12<sup>th</sup> April 2021 (9.00am)**

Shortlisting will take place **Tuesday 13<sup>th</sup> April 2021**

Interviews are scheduled to take place on **Tuesday 20<sup>th</sup> April 2021**

If you have any queries prior to submitting an application, please contact Fiona Thompson, Executive Assistant at [Thompson.f@framdurham.com](mailto:Thompson.f@framdurham.com).