



FRAMWELLGATE
SCHOOL DURHAM



Turning potential into performance

Deputy Director of Mathematics and Computing

For September 2016

Candidate Information Pack





1. Advert

Deputy Director of Mathematics and Computing

For September 2016

**An 11- 18 academy with 1000 students
including 180 in the sixth form**

We are looking for a well-qualified, dynamic and innovative individual to contribute to teaching of the highest standard. This is an exciting opportunity for a dedicated professional to make a real difference. You should have an enthusiasm for education as well as the vision and creativity to deliver consistently stimulating and inspirational lessons. Ideally you will be able to teach Maths at KS3, KS4 and KS5 and Computing to at least KS3.

The specific responsibility areas will be negotiated dependent on the candidate and directorate needs.

Framwellgate School Durham is committed to learning through partnership and investment in professional development. If you believe that you have the professional characteristics and experience that we require, please contact the school:

**The Excel Academy Partnership
at Framwellgate School Durham
Newton Drive
Durham
DH1 5BQ
Tel: (0191) 3866628
Email: Sarah.Dawson@fram.durham.sch.uk**

Please visit the school website on www.fram.durham.sch.uk for further information and a full application pack for this post.

Closing date for receipt of applications: **Friday 18 March 2016 at 9.00am**

Interviews will be held on: **Tuesday 22 March 2016**

Any offer of employment to this post will be subject to receipt of a satisfactory disclosure from the Disclosure and Barring Service





2. Headteacher's welcome

Framwellgate School Durham is a place where education is viewed as a lifetime pursuit and skills for learning are seen as vital tools to shape young peoples' futures. The experience of learning here is designed to inspire students to explore their talents and provide them with intellectual challenges and the support they need to meet them.

Framwellgate School Durham has high expectations of both staff and students. We believe our results are founded on a track record of excellent provision, high quality pastoral care and community aspiration. We achieve results through a balance of traditional academic rigour and pragmatic innovation. We are a school that delivers more than examination results: there is an exceptional range of opportunities available for students to engage with beyond the classroom and the wider responsibility that a school has to foster reflective, responsible and proactive citizens is one that we take seriously.



Being a teacher at Framwellgate School Durham is both demanding and rewarding. You will find colleagues who are creative, supportive and dedicated to honing the craft of teaching. You will find students who are eager to learn and who respect the school and each other.

As a school, Governors, leaders and teachers know that there are areas of performance that are not strong enough. The recent inspection highlighted these and we are united in our determination to build on the improvements that are already underway. You will be part of this drive and will have a real opportunity to make a difference to the school and its students.

This is therefore an important post for us. We are looking for a well-qualified, enthusiastic and innovative individual who wants to make that difference, to develop their teaching and make a contribution to our future success.

If you think this is the post – and the school – for you, I invite you to proceed with your application.

I look forward to receiving your application.

Alisdair Nicholas
Headteacher





3. Information about the school

At Framwellgate School Durham 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. We are an inclusive school, and we place a high priority on the development of our students as inquisitive thinkers with enquiring minds.

We are the founding school of the Excel Academy Partnership and through the trust, education services are provided to other schools in the region, and there is the capacity to include other primary or secondary schools in our family of schools.

We would highlight the following strengths to prospective candidates:

Professional Development

We place a very high priority on developing our staff professionally. As such, there is an extensive programme of CPD opportunities which seeks to support teachers and other staff to identify their development needs and move forward in their practice. Through the annual conference, CPD pathways and individual bespoke programmes the successful candidate will be fully supported in their role.

The Achievement Centre

Our intake is above the national average, and we ensure that provision offered stretches and challenges our more able students. In addition, we are very aware that all students have individual learning needs, and 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. Our pastoral system is caring and responsive.

Focus on the craft of teaching

Developing the craft of teaching is at the centre of everything we do as a school. There is a 'buzz' about teaching within the staff. Teaching conversations are supported through staff meetings, learning focus groups, appraisal and professional dialogue. This school is an excellent environment for colleagues who are passionate about teaching.

Academic Structure

There are currently ten teaching and learning Directorates at Framwellgate School Durham:

English, Literacy and Media Studies	Creative and Performing Arts
Mathematics and Numeracy	Modern Foreign Languages and the International Dimension
Science	PE, health and sports science
Humanities	Applied and Work Related Learning
Social Sciences	Technology and Engineering





The following is a brief description of the curriculum on offer:

Year 7	Broad banding - grouped accordingly to current performance in KS2 (informed by pastoral information)
Year 8	Students are setted in Mathematics, English and Languages; broad banding for all other subjects
Year 9	Students are setted in Mathematics, English, Science and Languages, broad ability bands for most other subjects
Year 10 / 11	Students are placed in one of three routes and follow a combination of core subjects and option choices core subjects (60%) and option choices (40%) (numbers are approximate and route dependent)
Year 12	Students choose from AS Level & Btec courses
Year 13	Students choose from AS & A2 & Btec courses

Pastoral Structure

All students are placed in tutor groups, and their tutor is the first port of call for them through their school career. Tutor groups are vertical in nature. Key Stage 3 tutor groups are home to students in Year 7 to Year 9, Key Stage 4 tutor groups house students in Years 10 and 11, and Key Stage 5 tutor groups, the sixth form. We have an active Student Leadership Group and, through the house system, students of all ages regularly take part in a variety of activities which promote community and school cohesion.





4. Information about the Directorate

Directorate of Mathematics and Computing

The team is made up of ten specialist teachers who are forward thinking and open to fresh ideas. There is excellent support for the success of this area from the senior leadership team. We are both innovative and forward thinking in the choice and range of courses offered to students and imaginative in the ways we enrich the curriculum. We are keen to embrace the best of new developments in both teaching and learning whilst retaining academic rigour. Our students are high achievers and make excellent progress across all key stages.

In 2015 achievement in Mathematics for key measures was as follows

GCSE Mathematics A*/A	23%
GCSE Mathematics A*/C	76%
GCSE Statistics A*/A	77%
GCSE Statistics A*/C	100%
A level Mathematics A*/B	89%
A level Further Mathematics A*/B	91%

Key Stage Three

The KS3 Maths curriculum provides a strong foundation for students in their mathematical understanding. Through a range of models of teaching our schemes of work integrate functional skills with an engaging and interesting learning experience. We regularly look for opportunities to plan together and share good practice which allows us to develop a wide range of rich and challenging tasks with meaningful applications. We teach Computing and ICT to all students at KS3 and are currently developing the opportunities to enrich this part of our curriculum.

Key Stage Four

GCSE students follow the Edexcel Mathematics course for those students expected to gain up to a grade B and the AQA linear course for the top three sets. There is the option for students to study AQA GCSE Further Maths and GCSE Statistics for the more able year 11 students to extend their mathematical knowledge. We offer a GCSE in Computing at Key Stage 4 with increasing popularity each year.

Key Stage Five

The directorate has a high percentage of students choosing to study Mathematics at A-level. Students are offered the opportunity to specialise in Mechanics, Statistics and Decision, as well as the option of studying Further Mathematics at both AS and A2 level. We have also introduced A-Level Computing in September 2015.

Extra-Curricular Activities

The maths directorate provides a number of exciting enrichment opportunities. A key event is the annual Maths Week where the subject is promoted through themed lessons across all directorates, competitions, community events and visits from nationwide university lecturers. In addition, pupils have the opportunity to take part in the Numeracy Games group, Maths Enrichment club, STEM club and the Maths in Motion Challenge. Students take part in the UKMT Challenges with great success and we have had students qualify for the Olympiad as well as competing in the National Finals of the Team Challenge.





5. Information about the post

5.1 Job Description

Post Title	Deputy Director- Mathematics and Computing
Responsible for	A comprehensive learning experience for all pupils
Duties*	<p>The following job description will be supplemented by an annual “job plan” that lists the key impact and outcomes sought each year. This will be linked to the Maths and Computing directorate needs and link to the school’s improvement plan and the outcomes of self-evaluation.</p> <p>Impact on educational progress beyond assigned pupils</p> <ul style="list-style-type: none"> • Assist the Director of Maths and Computing in achieving the agenda for the curriculum area. • Monitor and evaluate assessment data across the subject to identify trends in pupil performance and issues for development. • Define intervention strategies to address issues for development that are identified. • Evaluate and report on the effectiveness of intervention strategies used to address identified issues. • Identify quantifiable and challenging pupil progress objectives with teachers within their performance management objectives. • Support teachers in planning appropriate strategies to achieve pupil progress target levels and objectives. • Ensure that agreed pupil progress target levels within the school’s subject are achieved and exceeded. • Encourage pupils’ motivation and enthusiasm in the subject developing positive responses to challenge and high expectations. • Monitor the objectives and targets for pupils with SEN and those identified as underachieving and promote the importance of raising their achievement. <p>Leading, developing and enhancing the teaching practice of others</p> <ul style="list-style-type: none"> • Monitor and evaluate the planning of other teachers and ITT students providing constructive and developmental feedback on a regular basis. • Disseminate examples of effective planning practice within the school/subject/area. • Ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning. • Promote and participate in the CPD Director and the Learning Focus Groups. • Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers’ planning. • Ensure teachers and ITT students, are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the school/subject/area and communicate this to pupils. • Observe colleagues teaching (through performance management arrangements and/or subject monitoring and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement. • Identify and promote innovative and effective teaching strategies in the school/area/subject to meet the needs of the pupils. • Develop and review schemes of work/programmes of study as delegated by the line manager. • Coordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to pupils’ learning.





Duties* (contd)	<p>Accountability for leading, managing and developing Maths and Computing development across the curriculum</p> <ul style="list-style-type: none"> • Take responsibility for a specific area or strategies as defined by the Director of Maths and Computing which relates to the priorities of the school strategic plan and the improvement plan for the area. • Evaluate and report on the effectiveness of practice in the Maths and Computing subject annually, suggesting areas and issues for further improvement. • Lead professional development in the subject through example and support and coordinate the provision of high quality professional development for staff. • Promote and participate in the CPD Director and the Learning Focus Groups. • Build effective links with the local community, including business and industry, in order to develop the subject. • Use financial and resource management innovatively and effectively. • Proactively participate in school self-evaluation and self inspection routines. <p>As a classroom teacher</p> <ul style="list-style-type: none"> • Plan for progression across the age and ability range • Devise opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills • Teach challenging, differentiated, well-organised lessons and sequences of lessons across the age and ability range • Build on the prior knowledge and attainment of those being taught in order to ensure that learners meet learning intentions and make sustained progress • Make effective use assessment, monitoring and recording strategies as a basis for setting challenging learning intentions and monitoring learners' progress and levels of attainment. • Provide learners, colleagues, parents and carers with constructive feedback on learners' attainment, progress and areas for development. • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills. • Plan, set and assess homework to sustain learners' progress and to extend and consolidate their learning • Establish a purposeful and safe learning environment • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy • Have a commitment to collaboration and co-operative working
Reporting to	Director of Mathematics and Numeracy
Liaising With	Head, Leadership Team, Heads of Year, other teachers and support staff, L.A, external agencies and parents
Working Hours	195 days* per year. Full time *Contractual Terms according to Teachers' Pay and Conditions document
Salary Range	Classroom Teachers' Pay Scale plus TLR 2b
DBS Disclosure	Enhanced





6 Person specification

6.1 Person specification: Deputy Director - Mathematics and Computing

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • A good honours degree in a relevant subject 	<ul style="list-style-type: none"> • Evidence of further study
Experience	<ul style="list-style-type: none"> • Proven track record as an excellent teacher (or trainee) • Record of proactive participation in CPD 	<ul style="list-style-type: none"> • Experience of teaching A-level
Skills	<ul style="list-style-type: none"> • Excellent classroom practitioner who is up to date with developments in teaching and learning • Ability to communicate effectively in a variety of situations • Plan time effectively and organise oneself well • Investigate and solve problems and make decisions • Application of ICT to manage and raise standards in the curriculum • Demonstrate enthusiasm and sensitivity whilst working with others • Ability to teach Computing to KS3 • Ability to teach Maths to KS3, KS4 and KS5 	<ul style="list-style-type: none"> • Evidence of involvement in the whole life of the school • Ability to teach Further Mathematics or Mechanics at A level
Personal Attributes	<ul style="list-style-type: none"> • A caring attitude towards pupils and staff which is at the same time ambitious for their success • Vision and drive • Attention to detail, an ability to follow instructions and use initiative • Self-confidence and humility • Energy, vigour and perseverance • Commitment and enthusiasm • Positive and solution focussed • A creative and innovative approach • Adaptable and flexible • Reliability and integrity • A team 'player' • Willingness to experiment with, and develop further, learning and teaching styles • A lifelong learner 	





7. Information about the appointment process

Closing date for receipt of applications: **Friday 18 March 2016 at 9.00am**

Interviews will be held on: **Tuesday 22 March 2016**

How to apply:

Guidance on completing the application form:

Complete the attached application form in full. There is a section (Section D) towards the end of the form that offers the opportunities to provide any extra detail not covered in your form or letter to demonstrate how you meet the criteria included in the Person Specification.

Letter of application:

In addition to the application form and evidence described above, **you need to submit a letter of application**. In this letter you should state what motivates you about this post and what you can particularly contribute to the school if offered the post. The letter should be no more than 1,000 words.

You are encouraged to email your application to Sarah.Dawson@Fram.durham.sch.uk or post it to Mr A Nicholas, Framwellgate School Durham, Newton Drive, Durham DH1 5BQ.

Any offer of employment to this post will be subject to

- receipt of a satisfactory disclosure from the Disclosure and Barring Service
- completion of a health questionnaire

