



Excellence, compassion & respect for all

FRAMWELLGATE
SCHOOL DURHAM



Framwellgate School Durham

Curriculum Leader of Science

Candidate Information Pack

Salary – MPS/UPS plus TLR 1c

A recruitment & retention allowance may also be available for
the right candidate

Start Date – January 2024



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FRAMWELLGATE SCHOOL DURHAM CURRICULUM LEADER OF SCIENCE

**Full Time
MPS/UPS plus TLR 1c**

A recruitment & retention allowance may also be available for the right candidate

Required from January 2024

We wish to appoint a highly motivated, ambitious, and reflective curriculum leader to bring a high level of subject expertise and help to improve the quality of teaching in this forward-thinking and innovative school. Over the last six years we have assembled an excellent group of senior leaders and teachers who have had 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 were judged "Good" in all areas in our last Ofsted inspection (July 2021) and student outcomes are strong and improving as we recover from the pandemic. Our 6th form outcomes are amongst the best in the region. We have made significant improvements to our curriculum, teaching, and professional development programme and we are committed to reducing teacher workload. The curriculum leader role is critical to our continued improvement.

Framwellgate School Durham is an 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% over the last six years, and we now have more than 1300 students who attend the school. We will move into a fantastic new building in 2025, at which time our PAN will increase to 1600.

The successful candidate will possess subject expertise alongside energy and enthusiasm for this leadership role. They will believe that every young person deserves the very best education. A commitment to raising student achievement, constantly striving to improve teaching within your team and a willingness to learn, train and develop further as a leader 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 many ECTs, appointed over the last three years, we have quickly become a vibrant and exciting school in which to develop your career.

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at Thompson.f@framdurham.com

Key Dates

The closing date for applications is Wednesday 27th September 2023

All applications will be viewed and considered by the end of the day on **Thursday 28th September**. Some applicants will be invited in for a professional dialogue and have an opportunity to tour the school and meet some senior staff in the week commencing **Monday 2nd October**. Following this we will then shortlist further and invite candidates to interview. **Interviews are scheduled to take place on Friday 13th October 2023**

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list check will be required for this post, together with a section 128 check and 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



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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, with excellent leadership, teaching, and support for our students. You will be joining us at an exciting time as work begins on our new building, scheduled for opening in September 2025 or soon after. The school is unrecognisable from the one I joined six years ago with over 40 teachers appointed in that time, an expanded pastoral and support staff team, a larger roll, improved outcomes, and a very positive Ofsted inspection report in July 2021.

The basis for our improvement has been creating the conditions which allow teachers to teach at their best. 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 systems to manage behaviour, rewards, assessment, marking, and teaching, and with a vibrant curriculum and an ethos which focuses on academic excellence, respect, and kindness, we have made huge strides in transforming the school over this period. Our Ofsted inspection in July 2021 recognised this positive change as we were awarded Good across all categories.

The key to our success is our commitment to a professional development programme for teachers which includes fortnightly training on evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 additional days dedicated to professional development each year. We are experienced in supporting and developing ECTs and this is an excellent school in which to start or develop your career.

I am looking for teachers who are passionate about their subject, have excellent subject knowledge, and are reflective practitioners. I think this is an incredible opportunity and hope you will too; you must be able to work in (or lead) 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.

In your application, please focus on what makes you an effective, evidence-informed teacher and potential curriculum leader. Make me feel like I am reading about you; try not write a generic letter which ticks the 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. Finally, one of you reading this will become a science teacher and curriculum leader in a fantastic school. You'll love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher



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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 over 1300 students on roll including 180 in the Sixth Form. Our roll has grown by 35% in recent years and is projected to increase further still as the sixth form grows and our new building opens in 2025. Our PAN will increase to 1600 at this time. 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 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 an ethos statement (below) which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. A new school uniform was introduced in September 2018 and students wear this with pride.

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 rich academic 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 Stages 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC/OCR 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 has been recognised by Ofsted in all its recent reports. All students are placed in tutor groups and remain with their tutor group (and their tutor) as they move from Year 7 to 11. The tutor is the first port of call for all students. We place a real emphasis on good student behaviour 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.



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Teaching and Learning

Having established robust systems to manage various aspects of school life, and a broad and balanced curriculum, we have spent the last few years 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 and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs, and help them to improve their practice. We now have regular collaborative planning time for all departments, to allow them to work together to plan exciting, engaging, and effective lessons and our weekly CPD programme for teachers is rightly regarded as a significant strength of the school

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 ECTs is exceptional and we have other training strands for RQTs and those aspiring to middle and senior leadership. We have supported many colleagues to complete NPQs and we use external consultants (primarily Tom Sherrington and Phil Keay) to support our teaching and leadership development.

Ofsted

Ofsted does not determine our practice, nor does it dominate our thinking, but we were delighted that our inspection in July 2021 resulted in us being designated a "Good" school in all categories. The inspectors noted that:

- The headteacher has sustained efforts to improve the school. As a result, the school now provides a good quality of education
- Parents are overwhelmingly supportive of the changes made. They praise the improvements in behaviour and the academic rigour that is now firmly in place
- Leaders show strong moral leadership. They do not shy away from difficult issues. They have opened up debate about sexual harassment between pupils. They do not tolerate derogatory or racist language.
- The arrangements for safeguarding are effective.
- This is a caring school. Leaders have appointed more pastoral staff and a family liaison manager so that they can respond more effectively. Leaders have fostered a strong safeguarding culture.
- Teachers receive a rich diet of training and professional development. This has helped to retain new teachers to the profession. The training received has improved teachers' practice.

The website and social media

Our website (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 (X) account, and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram_official).



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The Science Department

The Science team consists of 13 teaching staff and 2 science technicians. The team consists of specialists across all 3 sciences with opportunities for staff to teach A-level. There has been a great deal of work carried out on the sequencing of the science curriculum and the science team are keen to work collaboratively to continue to bring about change and development of the curriculum. Weekly departmental collaborative planning time provides opportunity to do this. Students achieve well in science, but as you would expect, we are always striving to raise achievement further and the role of the curriculum leader is critical to this. A-level results are strong. In summer 2023 the average A-level grade in Chemistry was B+, Biology B and Physics C+.

GCSE students follow the AQA specification, and most of our students now take trilogy science (dual), with separate science being offered via the GCSE options process at the end of Year 9. The outcomes from Summer 2023 are the result of the pre-existing curriculum plan with our top two sets taking separate sciences. Some of the key statistics from the 2023 cohort are as follows:

Trilogy (dual) (170 students):

7+ = 5%

5+ = 43%

4+ = 62%

Sisra SPI = -0.17

Biology (44 students)

7+ = 57%

5+ = 95%

Sisra SPI = +0.16

Chemistry (44 students)

7+ = 41%

5+ = 98%

Sisra SPI = +0.18

Physics (44 students)

7+ = 43%

5+ = 100%

Sisra SPI = 0.00

Standard Pass 2 x Sciences: 67% (Durham LA average: 64%)

Finally

We can offer the successful candidate:

- A great school to work in with a huge capacity for change which puts teachers at the heart of this;
- A brand new building from 2025;
- A talented and committed staff dedicated to securing the best outcomes
- A vibrant local community, loyal to the school, with very strong relationships between staff, students and parents;

Good luck with your application.

Andy Byers
Headteacher
September 2023



Job Description: 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 Curriculum Leader.

1. Lead, develop and enhance the quality of teaching and learning

- Lead the department towards consistently high quality of teaching and student outcomes
- Co-ordinate CPD needs and activities (including after school sessions);
- 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

- 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

- 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 Curriculum Leader briefings and other middle-leader activities



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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.

Person Specification: Curriculum Leader of Science

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Degree in science or similar• DfE recognised teaching qualification such as a PGCE or equivalent.	<ul style="list-style-type: none">• Biology specialism although this will be secondary to leadership skills
Experience	<ul style="list-style-type: none">• Recent and relevant experience of teaching science at secondary level up to 16.• Experience of curriculum leadership either as a CL, Deputy CL, key-stage co-ordinator, or Head of Subject• Demonstrable success in current role	<ul style="list-style-type: none">• Recent and relevant experience of teaching a science subject at post-16 level.• Recent professional qualification (NPQ, M.Ed)
Skills	<ul style="list-style-type: none">• Ability to inspire, motivate and challenge students• Ability to plan and teach well-structured lessons which achieve outcomes which are at least good and are often outstanding• Ability to meet targets for the students in your assigned classes• Ability to lead a team of teaching colleagues in your department to prepare, resource and teach their subject• Ability to communicate effectively with students, parents/carers and colleagues, showing respect for others and professionalism at all times• Ability to lead and adapt teaching to respond to the strengths and needs of all students	<ul style="list-style-type: none">• Ability to teach more than one specialist science subject would be helpful but is not essential
Personal Attributes	<ul style="list-style-type: none">• Contribute to the wider life of the school• An able and dynamic leader who is willing to contribute positively and imaginatively to this successful department, demonstrating humour, energy and resilience; a role model and mentor to other teachers• Willingness to contribute regularly to our extensive extra-curricular activities programme	



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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 B 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 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 B of the form, and your letter contain different information.

Please note, we will not consider applications which do NOT have:

- A completed application form
- A completed Section B
- A separate letter of application (containing different information to that included under Section B)

Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com by **9.00am on Wednesday 27th September**. 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

All applications will be viewed and considered by the end of the day on **Thursday 28th September**. Some applicants will be invited in for a professional dialogue and to have an opportunity to tour the school and meet some senior staff in the week commencing **Monday 2nd October**. Following this we will then shortlist further and invite candidates to interview. **Interviews are scheduled to take place on Friday 13th October 2023.**

If you have any queries prior to submitting an application please contact Fiona Thompson, Executive Assistant at Thompson.f@framdurham.com.