



Framwellgate School Durham

Examinations Officer

Candidate Information Pack

**Salary – Grade FSD7 points 15-19 £27,803 - £29,777 FTE
(pro-rata to term time plus 2 weeks £25,233 - £27,024)
37 hours per week**

Start Date – as soon as possible



FRAMWELLGATE SCHOOL DURHAM Examinations Officer

**Grade FSD7 points 15-19 £27,803 - £29,777 FTE
(pro-rata to term time plus 2 weeks £25,233 - £27,024)
37 hours per week**

Required as soon as possible

We wish to appoint a highly motivated examinations officer to make a real impact in this rapidly improving 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.

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 2026, at which time our PAN will increase to 1600.

As examinations officer you will deal with the administration of public examinations as well as mocks and internal examinations, recruit, manage, train and deploy exam invigilators and several other duties outlined in the job description.

Key Dates

The closing date for applications is **9.00am Monday 25th March 2024**

Interviews are scheduled to take place shortly afterwards.

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure with a barred list check from the DBS 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

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 which, despite a few delays, is scheduled for opening in September 2026 or soon after. I am retiring this summer. The Headteacher designate is Michael Wright and I am confident that you will be joining a successful school, and one which can build on the many strengths which exist now. The school is unrecognisable from the one I joined seven 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 good, 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 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 those at all stages of their career.

We are looking for staff who are passionate about their area of expertise, 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. The leadership team will guarantee you their time and support and a fabulous place to come to work every day.

In your application, please focus on what makes you an effective examinations officer. Make us feel like we are reading about you; try not write a generic statement which ticks the boxes but doesn't tell us about your values or what you are like as a colleague. Finally, one of you reading this will become an examinations officer in a fantastic school. You'll 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 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.

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).

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 2026;
- 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
March 2024

JOB DESCRIPTION

Main Purpose of the Role

The role requires professional confidence, efficiency and effectiveness in dealing with the administration needs of public examinations at KS4 and KS5 as well as mock exams and internal examinations.

The role involves recruitment, management, training and deployment of exam invigilators throughout the year.

The role and systems may develop with the passage of time and therefore requires an ability to adapt to any new innovations in response to the changing environment.

The duties undertaken must operate as an effective, efficient and professional administrative service

Main Duties and Responsibilities

External Examinations – GCSE, BTEC, OCR National, baseline assessments

- Coordination of entries to examinations in liaison with curriculum & pastoral leaders.
- Coordination of exam papers, including checking and secure storage of, in accordance with exam board regulations.
- Production of exam timetables, accommodating clashes and rooming, including distribution to students and staff.
- Appointment, induction, training and development and coordination of exam invigilators.
- Production of timetables for exam invigilators ensuring that there are enough invigilators for each exam in accordance with exam board regulations.
- Coordination of any special considerations in liaison with curriculum leaders and the SENDCO.
- Collation, checking and dispatch of exam scripts.
- Coordination of resit examinations
- Coordination of exam results days, including certification, appeals and re-marks.
- Effective use and maintenance of records in SIMS exam organiser in liaison with the Data and Assessment Manager.
- Attendance at relevant network meetings and CPD for exams officers to keep up to date with changes.
- Remaining up to date with the JCQ guidelines and policy requirements and creation/updating of policies as needed.

Internal Examinations

- Liaison with curriculum leaders and relevant Assistant Headteacher to organise internal examinations as required and produce examination timetables.

Data Assessment

- Assisting the Data and Assessment Manager with the school's assessment and student tracking system. This includes data organisation and entry onto SIMS Course Manager and SISRA.

Finance

- Responsible for managing examinations and exam admin budgets, including liaising with the Business Director regarding monitoring of budgets.

- Coordination of the collection of fees for re-sits and external examination entries.

Health and Safety

- Knowing how to deal with emergencies in examination conditions, including evacuation routes from the building.
- Awareness of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operation with the employer on all issues to do with health, safety and welfare.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertaking any necessary professional development, taking full advantage of any relevant training and development available.

General

- Maintaining high standards of telephone skills when communicating with outside agencies, parents, governors, staff and students.
- Maintaining a procedures file in relation to examination administrative tasks.

General responsibilities of all staff

▪ Safeguarding, Equality & Diversity and Health & Safety

- Safeguarding and promoting the welfare of students for whom you have responsibility or encounter, including adhering to all specified procedures.
- Carrying out duties with full regard to the school's Equality, Diversity and Community Cohesion Policy.
- Complying with Health and Safety policies, organisational statements and procedures, reporting any incidents/accidents/hazards and taking a pro-active approach to health and safety matters in order to protect both yourself and others.
- Complying with the school's requirements for safeguarding and vetting checks.

▪ Other

- The post holder may be required to undertake any other duties as directed by their line manager, commensurate with the grade and level of the role.

▪ Compliance with Policies

- The post holder is required to comply with all school policies.

Person Specification

Criteria	Essential or Desirable	Measured by
Qualifications		
Five GCSEs grade C or above (or equivalent), to include mathematics and English	Essential	Application form
Experience		
Previous experience of administering examinations in a secondary school	Essential	Application form and interview
Previous experience of working with groups of young people	Essential	
Previous experience of working in a team environment	Essential	
Previous experience of using supervision/management skills	Essential	
Experience of using school IT packages including MS Office and SIMS	Essential	
Knowledge of SISRA	Desirable	
Previous experience of managing the invigilator function	Desirable	
Knowledge/Skills/Aptitudes		
Excellent 'people management' skills	Essential	Application form and interview
Good literacy and numeracy skills	Essential	
Good written and verbal communication skills	Essential	
Good organisational skills	Essential	
Ability to coordinate tasks individually, and within a team	Essential	
Ability to demonstrate a methodical approach to problem-solving	Essential	
Ability to relate to teachers and other professionals	Essential	
Sound understanding of young people	Essential	
A good team player	Essential	
Experience of meeting deadlines	Essential	

Excellent IT skills	Essential	
Excellent student behaviour management skills	Essential	
Ability to continue the learning process	Essential	
Behavioural attributes		
Able to use own initiative	Essential	Application form and interview
High standards of professionalism, including punctuality and attendance	Essential	
Flexible and adaptable attitude and approach to work	Essential	
Committed to the principles of equality and diversity	Essential	
Commitment to the safeguarding and welfare of children	Essential	
Ability to promote the positive ethos of the school	Essential	
Commitment to professional development and training	Essential	
Able to work flexibly within the requirements of the school	Essential	

The Application Process

Please complete the Application Form which accompanies this pack.

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 Fiona Thompson at Thompson.f@framdurham.com by **9.00am Monday 25th March 2024**. 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 shortly afterwards and you will be contacted only if you are shortlisted. Interviews are scheduled to take place soon after shortlisting.

If you have any queries or questions about the role, please contact Fiona Thompson, Executive Assistant Thompson.f@framdurham.com.