



FRAMWELLGATE
SCHOOL DURHAM

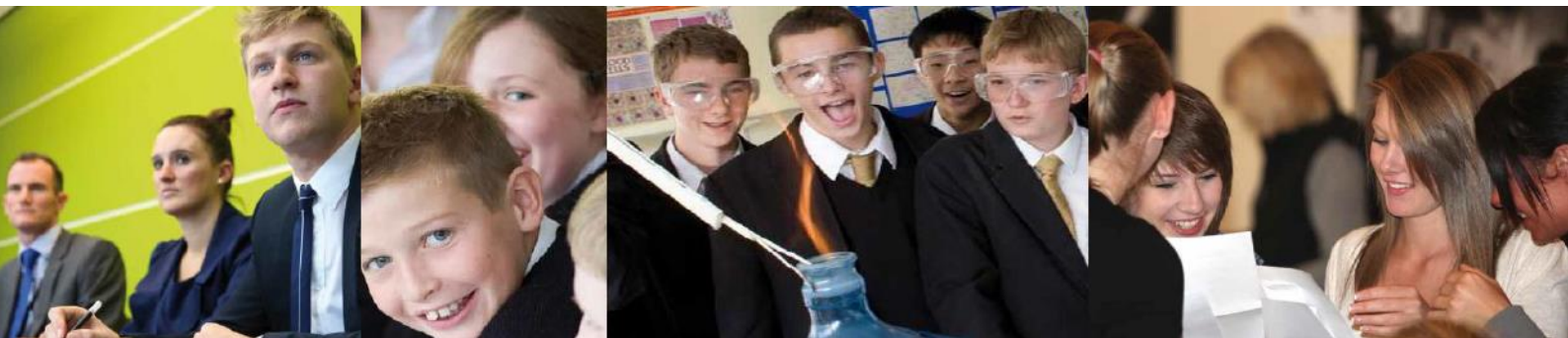


Turning potential into performance

Teacher of Geography

From September 2016

Candidate Information Pack





1. Advert

Teacher of Geography

From September 2016

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. You should be able to teach geography up to KS5 and KS3 humanities.

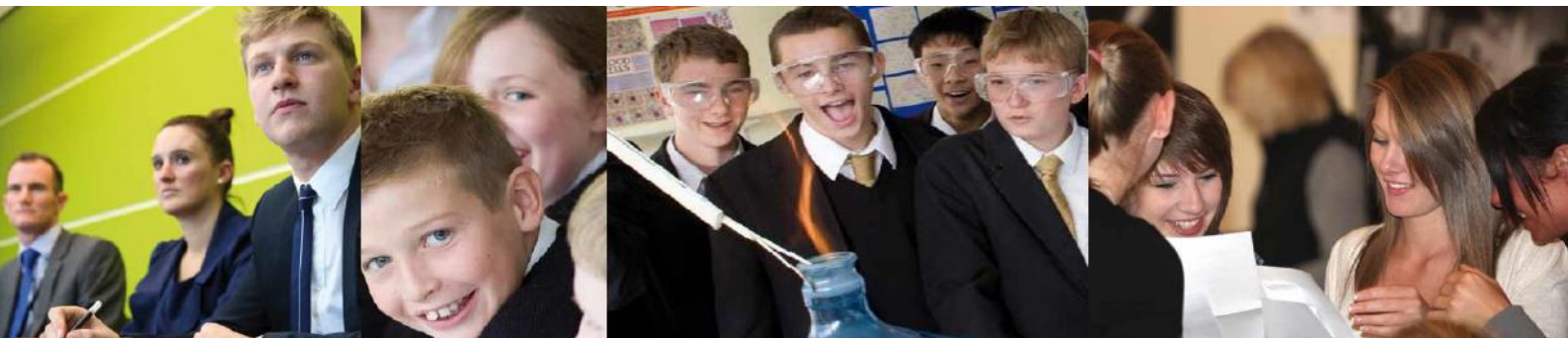
Framwellgate School Durham is committed to learning through partnership and investment in professional development. We work as a key partner in our teaching school alliance and with Universities to induct new trainees and share best practice. If you believe that you have the professional characteristics 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 see the school website at www.fram.durham.sch.uk for further information and an application form for this post.

Closing date for receipt of applications: **Wednesday 27 April 2016 at 9.00am**

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 people's 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 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.

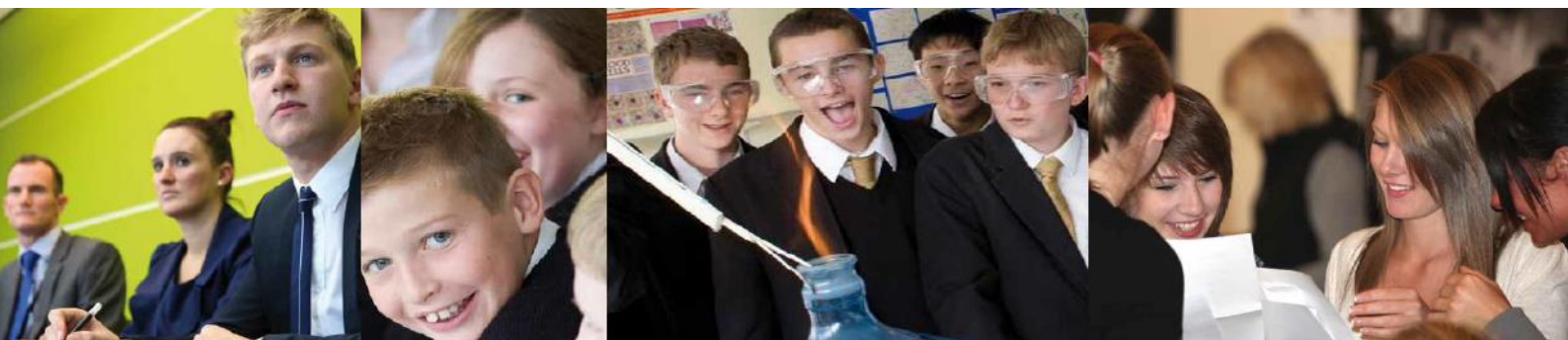
This is therefore an important post for us. We are looking for a well-qualified, enthusiastic and innovative individual who wants to make that difference, to develop their teaching and make a contribution to our future success.

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

I look forward to hearing from you.



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.

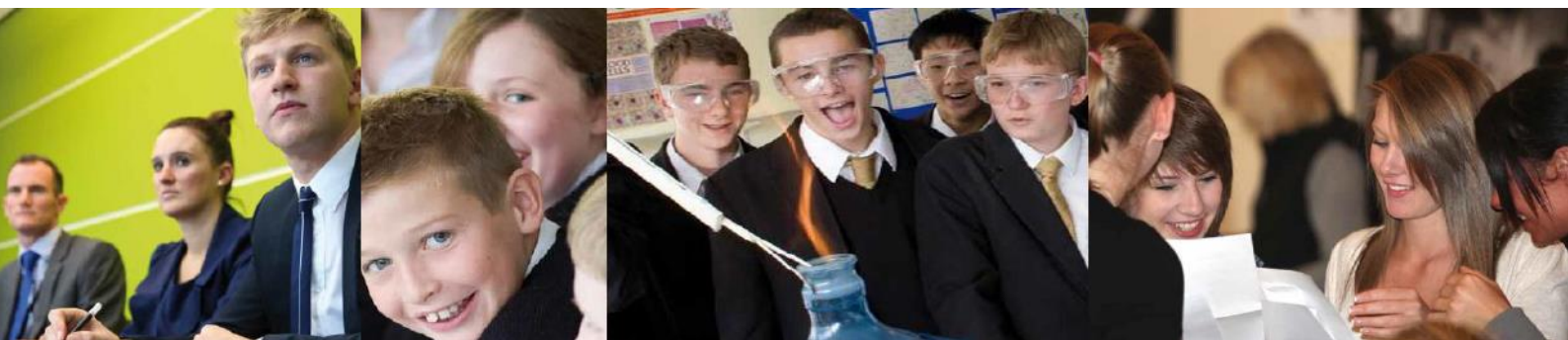
Focus on the craft of teaching

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



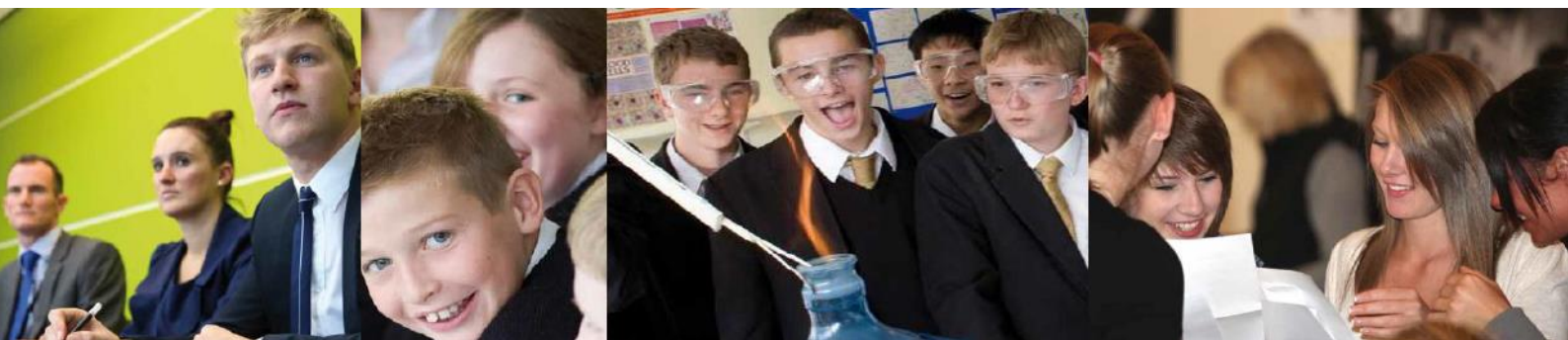


The following is a brief description of the curriculum on offer:

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

The Directorate of Humanities: a summary

The Directorate of Humanities is a hard-working, successful and innovative directorate that includes the subject areas of geography, history and government & politics. It is a large and well-established directorate that strives to be outstanding at all levels.

In 2015 achievement for key measures was as follows in Year 11:

Whole school 5A*-C including English and Mathematics	64%
Pass rate in GCSE Geography at A*-C threshold	74%
Pass rate in GCSE History at A*-C threshold	69%

Both geography and history are popular option choices at KS4. History is especially popular too – and successful - at KS5. 73% of students achieved A*-B grades at A2 history in 2015.

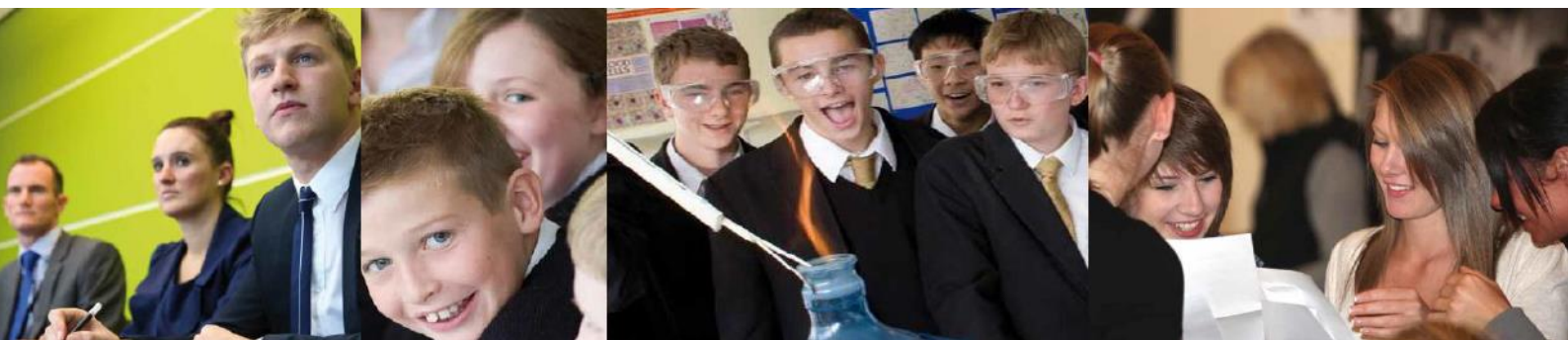
Key Stage Three

We have designed – and in recent years crafted and refined – a stimulating and unique Year 7 integrated humanities course, combining elements of both geography and history. This exciting and dynamic skills' based course is extremely popular with our students. Students proceed to study geography and history as separate subjects in Years 8 and 9, but not always in the conventional sense. In Year 8, for example, history students follow a course examining the role of women in history and also study themes in both geography and history as diverse as crime and sport.

Classes are grouped in 'bands' based on prior attainment and informed by pastoral information in Year 7. These are either 'very able' or 'able', predominantly NC Level 4 and NC Level 5 at Key Stage 2 respectively. Depending upon the ability of the intake, a 'nurture' class is sometimes formed in order to focus on social development and key skills of those students in greater need of these.

Key Stage Four

Geography students currently follow Edexcel's GCSE specifications and we have decided to continue with Edexcel with the new specifications for first teaching in September 2016. The candidate who is appointed will be expected to contribute to the planning of the new schemes of work.





Key Stage Five

The current* A Level geography students follow AQA Geography (1031). This comprises four units:

- 1) GEOG 1: "Physical and Human Geography"
- 2) GEOG 2: "Geographical Skills"
- 3) GEOG3: "Contemporary Geographical Issues"
- 4) GEO4A: "Geography Fieldwork Investigation" or GEO4B: "Geographical Issue Evaluation"

* new course beginning in September 2016

Leadership

The leadership of the Directorate is as follows:

- Director of Humanities
- Deputy Director of Humanities

Extra-Curricular Activities

We currently provide a range of fieldwork opportunities. Examples of visits the Humanities Directorate have organised recently over the last year include; a geography fieldwork trip to Iceland, a history trip to Thackray Medical Museum in Leeds, a Y7 humanities trip to Woodhorn Museum and an A Level politics trip to the House of Commons. We also run a weekly extra-curricular club that harnesses the enthusiasm of Y7 students at Framwellgate for both geography and history.

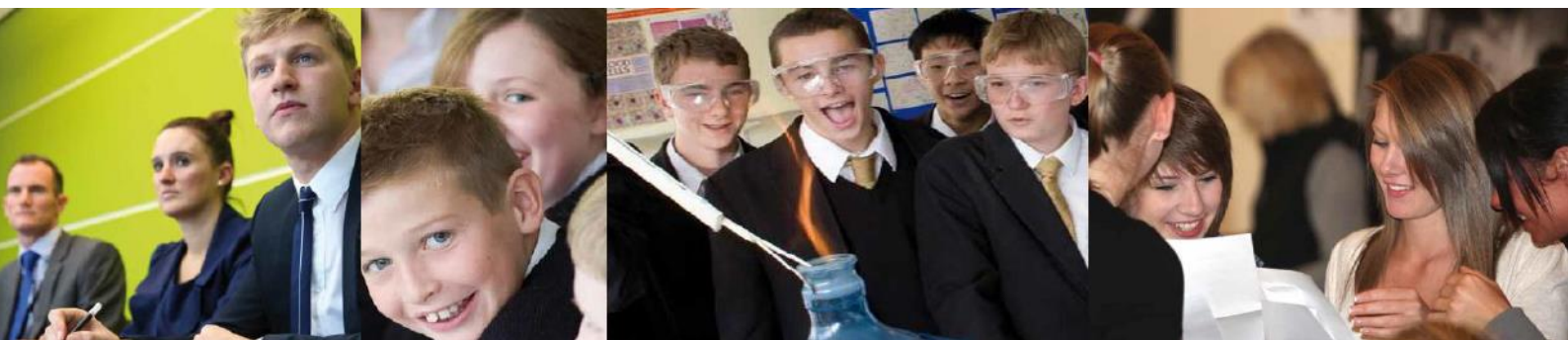




5. Information about the post

Job Description

Post Title	Classroom Teacher- Humanities (Geography)
Responsible for	A comprehensive learning experience for all pupils
Duties*	<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 Humanities
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
DBS Disclosure	Enhanced

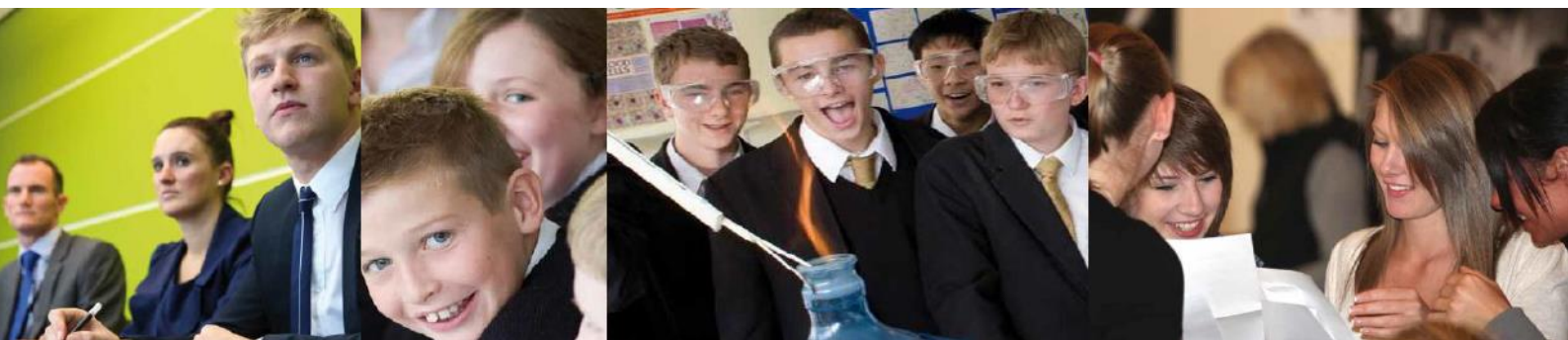




6 Person specification

6.1 Person specification: Teacher of Humanities (Geography)

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 geography at KS4 & KS5. • Ability to teach humanities at KS3 	<ul style="list-style-type: none"> • Evidence of involvement in the whole life of the school
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 • An avid reader 	





7. Information about the appointment process

Closing Date: Wednesday 27 April 2016 at 9.00am

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

