



FRAMWELLGATE  
SCHOOL DURHAM



Turning potential into performance

## **Progress and Assessment Manager and Timetabler**

### **Candidate Information Pack**





1 Advert

## Progress and Assessment Manager and Timetabler

Required immediately

Permanent, full time (37 hours),  
term time only plus two weeks

Grade 12 Pt 39-41 (£33,857-£35,662 FTE)  
Pro rata to weeks and hours worked  
(Subject to job evaluation)

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

We are looking for an experienced, dynamic and innovative individual to contribute to our support team, providing a critical service to the senior leadership team to enable analytical reporting of information on student performance, and timetable construction and maintenance. You will have experience and expertise in the use of SIMS, SISRA Analytics, and Microsoft Excel, and the ability to produce meaningful reports to support the assessment calendar. You will have recent experience of timetable production and maintenance, and supporting senior leaders. This is an exciting opportunity for a dedicated professional to make a real difference. You should have a proven track record in the management of data systems, and timetabling, and an excellent understanding of school performance data and national expectations.

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](mailto:Sarah.Dawson@fram.durham.sch.uk)**

Please visit the school website on [www.fram.durham.sch.uk](http://www.fram.durham.sch.uk) for further information and a full application pack for this post.

Closing date for receipt of applications: **Monday 11<sup>th</sup> April 2016 9am**  
Interviews will be held during the week commencing **18 April 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 member of the staff at Framwellgate School Durham is both demanding and rewarding. You will find colleagues who are creative, supportive and dedicated. You will find students who are eager to learn and who respect the school and each other.

You will be part of the drive to build on the improvements that are already underway following the recent inspection 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 and to 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 post

### 4.1 Job Description

Post Title	Progress and Assessment Manager and Timetabler
<p><b>Main Purpose of the Role</b></p>	<p><b>To work with the senior leadership to:</b></p> <ul style="list-style-type: none"> <li>• Produce the annual timetable under the direction of the Deputy Head teacher and in conjunction with Directors and the Senior Leadership Team.</li> <li>• Raise attainment and ensure the effectiveness of student learning by contributing to the development and maintenance of data systems to enable efficient tracking and assessment throughout the Academy.</li> <li>• Lead and develop the management of SIMS and SISRA Analytics to ensure data is secure and available as appropriate.</li> <li>• Prepare and present data in a timely fashion to key staff to enable effective strategic analysis, and to support the assessment calendar.</li> </ul>
<p><b>Main Duties and Responsibilities</b></p>	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• To provide expertise on the schools performance data to the Senior Leadership Team, middle managers, and teaching staff.</li> <li>• To provide analytical data to support leaders in assessment, raising attainment, monitoring of progress, and intervention.</li> <li>• To be accountable for ensuring all teaching staff are aware of deadlines and to ensure statutory requirements for reporting are met.</li> <li>• As part of the whole school self-evaluation process, create and prepare data analysis systems for in-depth analysis of performance by key stage, year groups, groups of learners, set groups and subjects, to highlight and improve on in school variation in performance.</li> <li>• Support the Senior Leadership Team in establishing, implementing and embedding an effective target setting process in line with statutory requirements.</li> <li>• To be responsible for all collection of data required by external bodies e.g. census material</li> </ul> <p><b>SIMS / SISRA ANALYTICS</b></p> <p>To be the first line of support to the Senior Leadership Team, Middle Leaders, and teaching staff for the use of SIMS and SISRA Analytics.</p> <ul style="list-style-type: none"> <li>• To ensure that the school information system is maintained in such a way as to remain fit for purpose.</li> <li>• To ensure that SISRA Analytics or any alternative package is maintained and updated in line with school requirements and national frameworks.</li> <li>• To ensure that the data structures are adequate to the task, including the integrity, consistency and coherence of data.</li> <li>• To provide support and training to staff on the use of the systems.</li> </ul>





<p><b>Main Duties and Responsibilities (contd)</b></p>	<p><b>TIMETABLING</b></p> <ul style="list-style-type: none"> <li>To produce the annual school timetable in collaboration with key staff, and under the direction of the Deputy Head teacher.</li> <li>To co-ordinate, collate and schedule student information in the construction of the timetable.</li> <li>To ensure the accurate maintenance of student curriculum data in SIMS</li> <li>To advise the Senior Leadership on timetable-related issues.</li> <li>To attend relevant meetings.</li> <li>To work with the Deputy Head teacher and Business Director to produce models throughout the year to support in budget preparation and curriculum development.</li> <li>To maintain the school timetable throughout the year.</li> <li>To produce the school's annual staff and room timetables, and to work with key staff in organising room changes throughout the year.</li> <li>To be able to provide support and advice to other schools as a source of income generation.</li> </ul> <p><b>GENERAL DATA MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>To advise and assist the head teacher in reporting to the School Improvement Partner, Governors, Trustees, and Ofsted Inspectors on target setting and detailed analysis of school performance.</li> <li>Create systems to provide data to inform SLT on value added performance of individual teachers, subjects and departments.</li> <li>To maintain through research, networking and training a high level of expertise in key areas of responsibilities.</li> <li>To prepare shadow data analysis to mirror Raise Online.</li> <li>To liaise with other schools, and software providers to share and implement best practice and to advise the SLT on new practices.</li> <li>To keep up to speed with national and legislative changes around data and assessment to ensure tracking systems in place are ahead of any likely changes.</li> <li>Maintain a procedures file in relation to data specific tasks.</li> </ul>
<p><b>General responsibilities of all staff</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Safeguarding, Equality &amp; Diversity and Health &amp; Safety</b> <ul style="list-style-type: none"> <li>○ To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.</li> <li>○ To carry out your duties with full regard to the Academy's Equality Policy and Race Equality Scheme.</li> <li>○ To comply with Health and Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.</li> <li>○ To comply with the Academy's requirements for safeguarding and vetting checks.</li> </ul> </li> </ul>





<b>General responsibilities of all staff (contd)</b>	<ul style="list-style-type: none"><li>▪ <b>Other</b><ul style="list-style-type: none"><li>○ 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.</li></ul></li><li>▪ <b>Compliance with Policies</b><ul style="list-style-type: none"><li>○ The post holder is required to comply with all Academy policies, including the No Smoking Policy.</li></ul></li></ul>
<b>DBS Disclosure</b>	Enhanced







#### 4.2 Person specification

Category	Essential	Desirable	Method of Assessment
<b>Education</b>  <b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ GCSE English (or equivalent) – Grade C or above</li> <li>▪ GCSE Mathematics (or equivalent) – Grade C or above</li> </ul>	<ul style="list-style-type: none"> <li>▪ A Level English</li> <li>▪ A Level Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of constructing and maintaining a school timetable</li> <li>▪ Experience of using SISRA Analytics to produce analytical data reports</li> <li>▪ Experience of using SIMS modules, specifically in relation to student records, census returns, and performance.</li> <li>▪ Experience of using Microsoft Excel to interpret and present school performance data, including pivot tables and complex formula</li> <li>▪ Experience of preparing reports that interpret results and trends</li> <li>▪ Managing projects to tight deadlines, including ensuring deadlines are communicated and adhered to by colleagues.</li> <li>▪ Experience of providing advice and support to senior colleagues around assessment, and performance data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working recently in an educational environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application form</li> <li>▪ Interview</li> <li>▪ Test</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ An understanding of school performance data from Key stage 2 to Key Stage 5</li> <li>▪ An understanding of national trends and the impact on schools around national expectations</li> <li>▪ An understanding of forthcoming changes to the assessment framework and the impact upon schools</li> <li>▪ To be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the school's systems</li> <li>▪ An understanding of a typical school assessment calendar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thorough understanding of structure and organisation of SIMS</li> <li>▪ Recent experience of the working environment of an educational establishment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Application form</li> <li>▪ Interview</li> <li>▪ Test</li> </ul>





<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"><li>▪ Excellent skills with MS office packages, especially Excel</li><li>▪ Excellent proven skills in timetable construction and maintenance</li><li>▪ Highly competent in data analysis</li><li>▪ Excellent numeracy and statistical skills</li><li>▪ To understand and interpret requirements accurately by effective questioning, listening, clarification and recording of information</li><li>▪ A high level of competence in using ICT and advanced skills in manipulation of data for reporting and presentations</li><li>▪ Ability to present information in a logical, clear and concise format using a range of techniques</li><li>▪ Excellent problem solving skills</li><li>▪ Excellent communication skills both written and verbal</li><li>▪ Remain calm and focussed under pressure and cope with interruptions</li><li>▪ Adapt, work and train in new technologies or new equipment as may be required</li><li>▪ Work accurately and flexibly under time pressure</li><li>▪ Strong team player with diplomacy</li></ul>	<ul style="list-style-type: none"><li>▪ Proven research skills</li></ul>	<ul style="list-style-type: none"><li>▪ Application form</li><li>▪ Interview</li><li>▪ Test</li></ul>
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## 5 Information about the appointment process

Closing date for receipt of applications: **Monday 11 April 2016 9.00am**

Interviews will be held during the week commencing **18 April 2016**

### 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.

You are encouraged to email your application to [Sarah.Dawson@fram.durham.sch.uk](mailto: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

