



FRAMWELLGATE
SCHOOL DURHAM

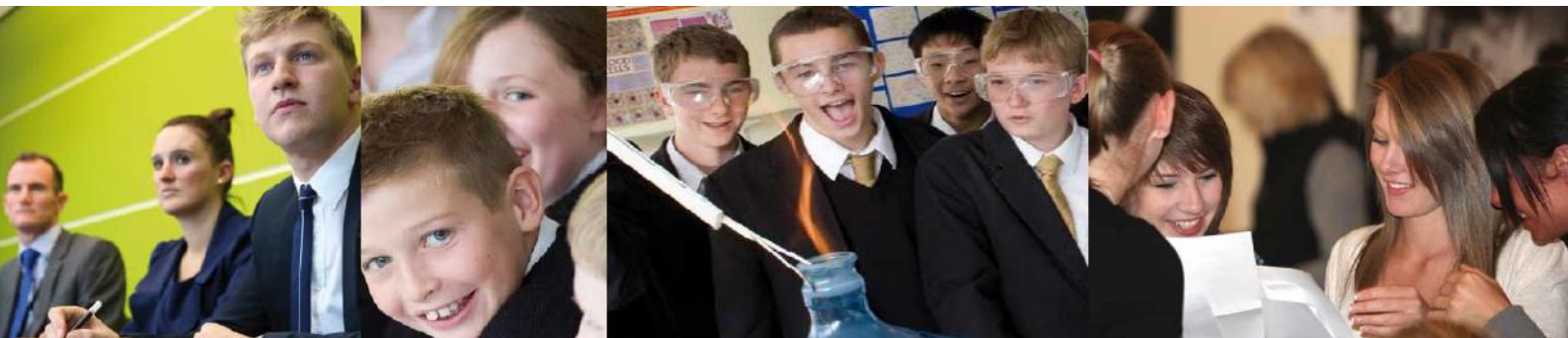


Turning potential into performance

Teacher of English

From September 2016

Candidate Information Pack



**1 Advert**

Teacher of English

**From September 2016
Possibility of Recruitment and Retention Allowance**

**An 11- 18 academy with 1000 students
including 200 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. You will be able to teach English at KS3, KS4 and KS5. There is the possibility of a recruitment and retention allowance for the right candidate, particularly if you have proven ability to teach A-Level English Literature and/or GCSE/A-level Media Studies.

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:

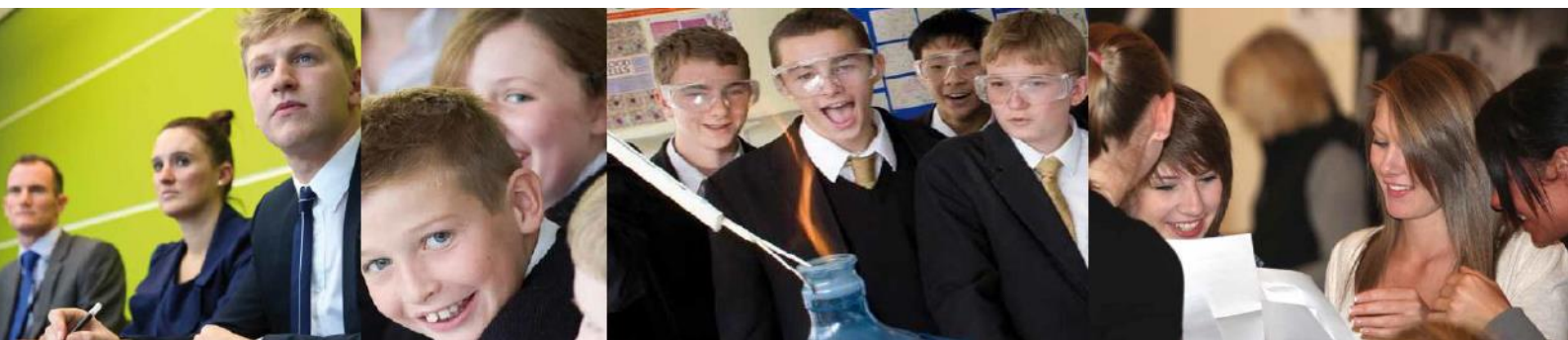
**The Excel Academy Partnership
at Framwellgate School Durham
Newton Drive
Durham
DH1 5BQ
Tel: (0191) 3866628
Email: Sarah.Dawson@fram.durham.sch.uk**

Please 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: **Wednesday 23 March 2016 at 9.00am**

Interviews will be held on: **Tuesday 12 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 Head Teacher'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.

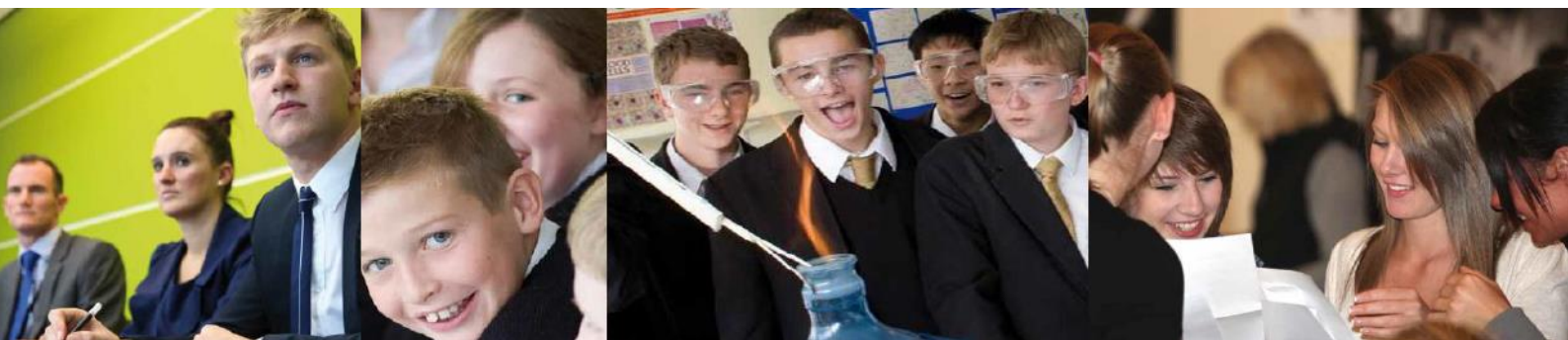
As a school, governors, leaders and teachers know that there are areas of performance that are not strong enough. The recent inspection highlighted these and we are united in our determination to build on the improvements that are already underway. You will be part of this drive and will have a real 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. For the exceptional candidate, someone with a proven track record of outstanding teaching and improving student progress, we will consider a recruitment and retention allowance.

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
Head Teacher





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.

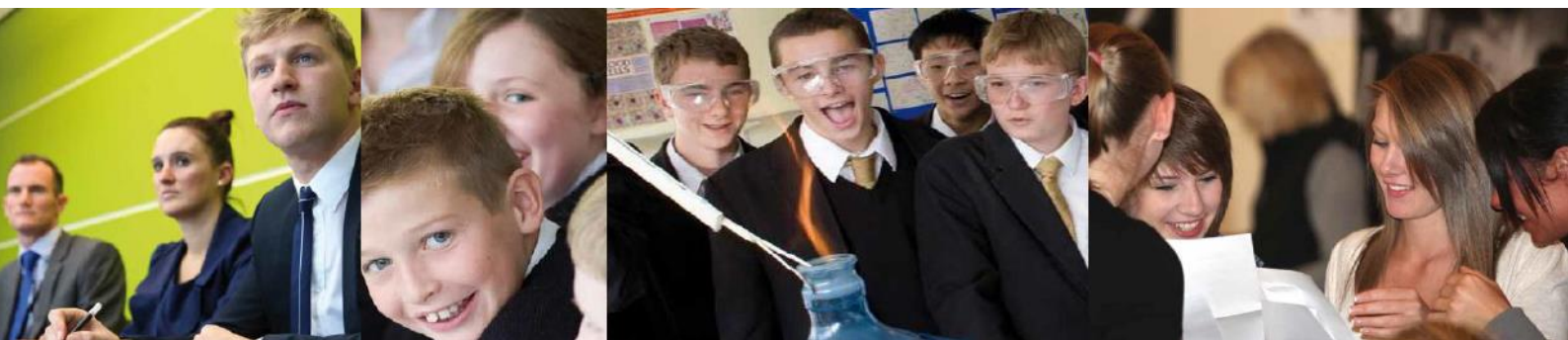
Focus on the craft of teaching

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



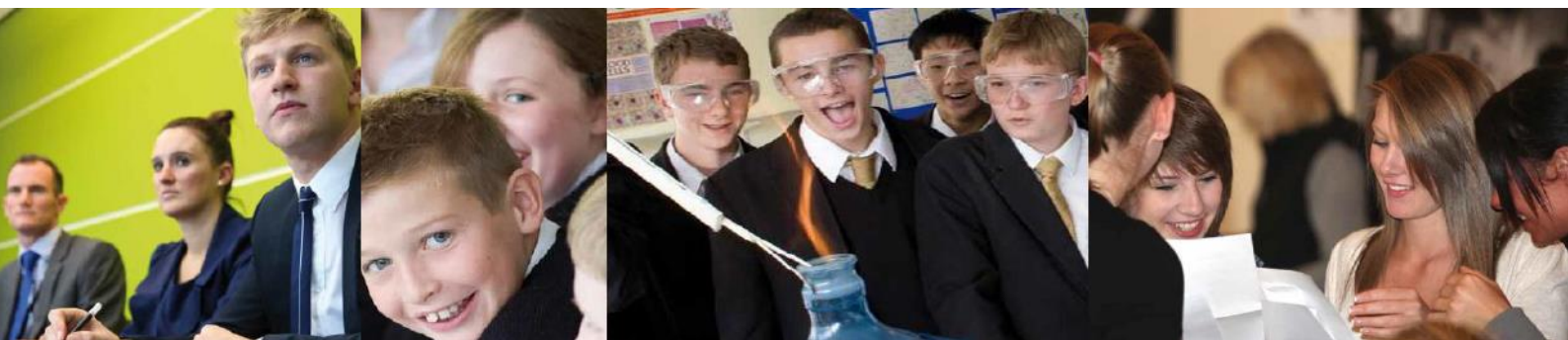


The following is a brief description of the curriculum on offer:

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 English, Literacy & Media Studies: a summary

The Directorate of English, Literacy and Media Studies is a large and well-established one that strives to be outstanding at all levels and was, in fact, acknowledged as a centre of outstanding practice in the recent Ofsted inspection. The implementation of Assessing Pupil Progress in Key Stage Three has had a considerable impact upon the progress of all students. Schemes of work are in place with a range of creative and functional tasks which allow pupils to take control of their own learning. ICT is used regularly in lessons; there are interactive whiteboards in every classroom where dynamic, interactive teaching methods are a regular feature.

For example, in 2015 achievement for key measures was as follows in Year 11:

5A*-C including English and mathematics	66%
Pass rate in English Language at A*-C threshold	76%
Three levels of progress in English	72%
Pass rate in English Literature at A*-C threshold	99%
Pass rate in Media Studies at A*-C threshold	92%

In as far as the curriculum is concerned the following is currently in place, although the school shapes the curriculum to meet the needs of individual cohorts, so this information is descriptive of what is on offer for the students rather than prescriptive.

Key Stage Three

From September students will receive four hours per week teaching from an English specialist in the majority of cases. Schemes of work and assessment regimes are robust and based around GCSE style assessments. 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. Setting is made within bands once students move to Year 8.

Key Stage Four

Students receive four hours per week teaching. All classes are taught at the same time allowing flexible setting. The AQA specifications for English Language and English Literature are used. Media Studies is an optional subject and usually has two classes per year at Key Stage 4, but this depends upon uptake.

Key Stage Five

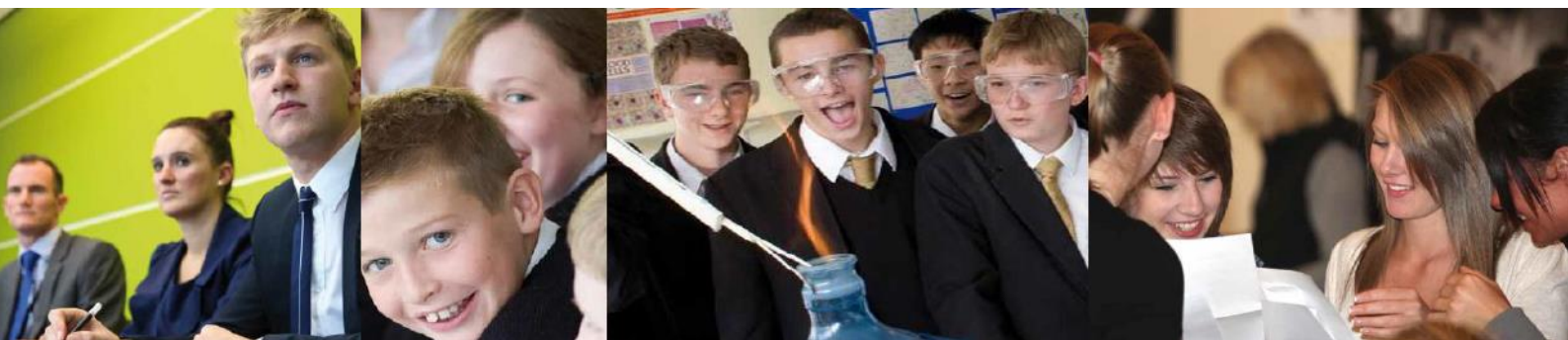
Two subjects are on offer: English Literature and Media Studies.





Extra-Curricular Activities

In English we try to offer a range of extra-curricular clubs for all key stages including creative writing and reading groups and we run regular educational visits. Previously we have taken Year 12 and 13 literature students to the battlefields of WW1, allowing students to visualise where the battles were fought and war poetry was written. Year 12 media pupils won a film competition, which meant they were able to visit Pinewood Studios and work with famous film producers. Additionally, Key Stage 4 students have visited the new Warner Brothers Harry Potter Experience and, most recently, *The Lord of the Flies* ballet. Years 12 and 13 have attended theatre performances of set texts and been to Sunderland University for a 'Getting into English' workshop. Additionally, media students have attended workshops in film at Teesside University and at York St Johns. At Key Stage 3, Year 7 have attend the pantomime as part of a scheme of work about the theatre and Years 8 and 9 have taken part in a range of writing workshops run by accomplished children's writers and by Seven Stories.

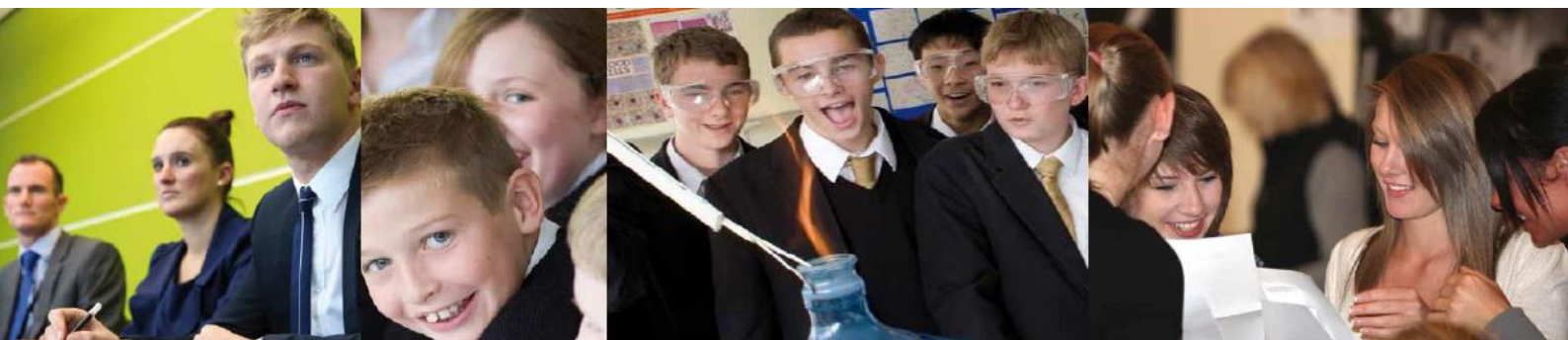




5 Information about the post

5.1 Job Description

Post Title	Classroom Teacher- English
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 English
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

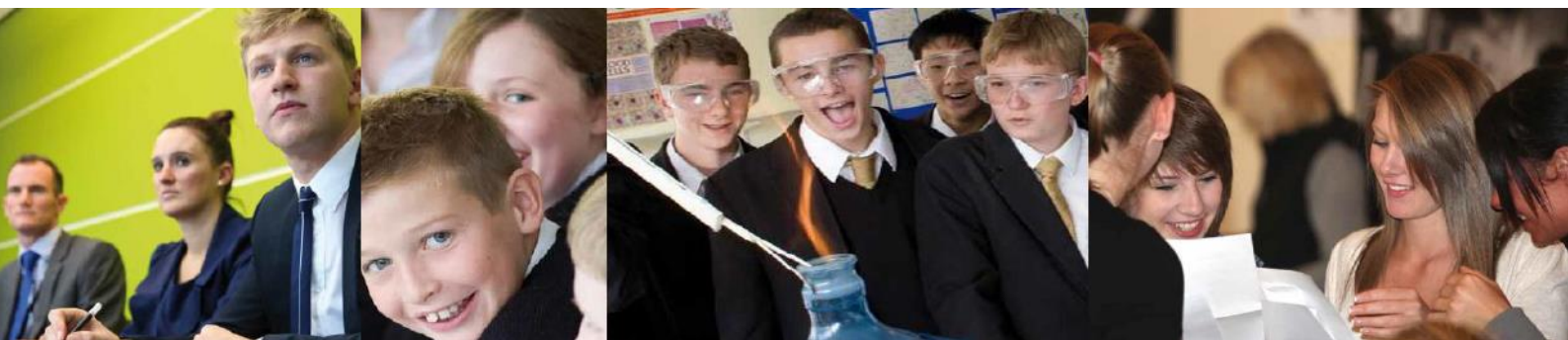




6 Person specification

6.1 Person specification: Teacher of English

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified teacher status An 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 Ability to use performance data to inform planning for progress Application of ICT to manage and raise standards in the curriculum Demonstrate enthusiasm and sensitivity whilst working with others Ability to teach English to KS3, KS4 and KS5 	<ul style="list-style-type: none"> Evidence of involvement in the whole life of the school Ability to teach additional subjects.
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 Ability to talk confidently and enthusiastically about literature and English teaching 	





7 Information about the appointment process

Closing Date: Wednesday 23 March 2016 at 9.00am

Interviews will be held on: Tuesday 12 April 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.

