



FRAMWELLGATE
SCHOOL DURHAM



Turning potential into performance

Director of Mathematics

For January 2017

Candidate Information Pack



1. Advert

Director of Mathematics (TLR 1c)

A recruitment and retention allowance may be considered for the exceptional candidate.

Required as soon as possible

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

We are looking for a well-qualified and dynamic individual to lead learning and drive core performance in a thriving and innovative school. This is an exciting opportunity for a dedicated professional to make a significant contribution to students' achievement and to establish themselves as a key middle leader. 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 mathematics at KS3, KS4 and KS5.

Framwellgate School Durham is committed to learning through partnership and investment in professional development.

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: **Monday 28 November 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 and completion of a medical questionnaire



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 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 a very important post for us. We are looking for a well-qualified, enthusiastic and innovative individual who wants to make that difference, to develop their leadership capacity 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 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 eight teaching and learning directorates at Framwellgate School Durham:

English, Literacy and Media Studies	Social Studies
Mathematics and Computing	Modern Foreign Languages
Science	PE, health and sports science
Humanities	Technology and the Arts



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 of Mathematics

The team is made up of nine specialist teachers who are forward thinking and open to fresh ideas. There is excellent support for the success of this area from the senior leadership team. We are both innovative and forward thinking in the choice and range of courses offered to students and imaginative in the ways we enrich the curriculum. We are keen to embrace the best of new developments in both teaching and learning whilst retaining academic rigour. Our students are high achievers and make excellent progress across all key stages.

Whilst the ability to teach computing is not essential, we have recently incorporated the subject into the Mathematics Directorate. Therefore, the Director holds overall responsibility for developing and managing the computing curriculum.

In 2016 achievement in mathematics for key measures was as follows

GCSE Mathematics A*/A	24%
GCSE Mathematics A*/C	80%
GCSE Statistics A*/A	64%
GCSE Statistics A*/C	100%
A level Mathematics A*/C	54%
A level Further Mathematics A*/B	82%

Key Stage Three

The KS3 mathematics curriculum provides a strong foundation for students in their mathematical understanding. Through a range of models of teaching our schemes of work integrate functional skills with an engaging and interesting learning experience. We regularly look for opportunities to plan together and share good practice which allows us to develop a wide range of rich and challenging tasks with meaningful applications. We teach Computing to all students at KS3 and are currently developing the opportunities to enrich this part of our curriculum.

Key Stage Four

GCSE students follow the Edexcel Mathematics course for those students expected to gain up to a grade B and the AQA linear course for the top three sets. There is the option for students to study AQA GCSE Further Maths and GCSE Statistics for the more able year 11 students to extend their mathematical knowledge. We offer a GCSE in Computing at Key Stage 4 with increasing popularity each year.

Key Stage Five

The directorate has a high percentage of students choosing to study mathematics at A-level; currently over half of Year 12 study mathematics. Students are offered the opportunity to specialise in Mechanics, Statistics and Decision, as well as the option of studying Further Mathematics at both AS and A2 level. We introduced A-Level Computing in September 2015.

Extra-Curricular Activities

The directorate provides a number of exciting enrichment opportunities. A key event is the annual Maths Week where the subject is promoted through themed lessons across all directorates, competitions, community events and visits from nationwide university lecturers. In addition, pupils have the opportunity to take part in the Numeracy Games group, Maths Enrichment club, STEM club and the Maths in Motion Challenge. Students take part in the UKMT Challenges with great success and we have had students qualify for the Olympiad as well as competing in the National Finals of the Team Challenge.



5. Information about the post

5.1 Job Description

Post Title	Director of Mathematics (incorporating Computing)
Responsible for	<ul style="list-style-type: none"> • Student outcomes and teacher development in the areas of mathematics and computing. • Whole school numeracy
Duties	<p>The following job description will be supplemented by an annual “job plan” that lists the key impact and outcomes sought each year. This will be linked to the directorate needs and link to the school’s improvement plan and the outcomes of self-evaluation.</p> <p>Impact on educational progress beyond assigned pupils</p> <ul style="list-style-type: none"> • Be accountable for progress of all students in a core subject area. • Lead the Directorate in achieving the school aims and objectives • Lead and develop teaching, learning and assessment within the directorate and contribute to whole school initiatives aimed at raising standards • Have high expectations of staff and students and establish a culture of engagement, proactivity and enthusiasm for mathematics and computing • Plan and embed strategies to secure student progress which meet challenging targets • Report, through the school’s quality assurance framework on the performance of the directorate and the progress of students • Evaluate the quality of teaching and learning across the subject to identify areas for development • Implement intervention strategies and assess their impact • Monitor the objectives and targets for pupils with SEN and those identified as underachieving and promote the importance of raising their achievement. <p>Leading, developing and enhancing the teaching practice of others</p> <ul style="list-style-type: none"> • Research, evaluate and disseminate effective teaching strategies which will raise achievement • Plan professional development opportunities for colleagues in the directorate as part of whole school development or in order to develop their subject skills • Support teachers in planning appropriate strategies to achieve their pupil progress targets • Observe teaching and provide evaluative feedback on the effectiveness of teachers to bring about further improvement • Ensure that teachers respond to feedback from lesson observation, monitoring of planning, work scrutiny and analysis of assessment • Ensure that teachers are aware of the inclusion needs of pupils and make provision for this in their planning. • Coordinate and monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to pupils’ learning.



Duties (contd)	<p>Accountability for leading, managing and developing maths and computing across the curriculum</p> <ul style="list-style-type: none"> • Ensure that the mathematics and computing curricula meet the requirements of the DfE, properly prepare students for examination and give them the best chance of success • Evaluate and report on the effectiveness of practice in mathematics and computing suggesting areas for further improvement and long term strategies for development. • Ensure that teachers follow school policies and whole school approaches to planning and assessment • Identify quantifiable and challenging pupil progress objectives with teachers within their appraisal targets and appropriate to their career stage • Monitor and evaluate the effectiveness of planning, assessment and feedback by teachers and trainees • Implement intervention plans where the quality of teaching is below expectations <p>In addition</p> <ul style="list-style-type: none"> • Build links with the local community, including primary schools, business and industry • Manage resources effectively <p>As a classroom teacher</p> <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	Deputy Head Teacher
Liaising With	Head Teacher, Senior 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 plus TLR 1c
DBS Disclosure	Enhanced



6 Person specification

6.1 Person specification: Director of Mathematics (incorporating Computing)

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 • Proven capacity to teach A-Level • Record of proactive participation in CPD 	<ul style="list-style-type: none"> • Experience of teaching A-level Further Mathematics
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 mathematics to KS3, KS4 and KS5 	<ul style="list-style-type: none"> • Evidence of involvement in the whole life of the school • Ability to teach Further Mathematics
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, drive and initiative • Self-confidence, humility and the ability to inspire others • Energy, vigour and perseverance • Commitment and enthusiasm • A creative and innovative approach • Attention to detail • Adaptable and flexible • Reliability and integrity • A team 'player' • Willingness to experiment with, and develop further, learning and teaching styles • A lifelong learner 	



7. Information about the appointment process

Closing date for receipt of applications: **Monday 28 November 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