



Excellence, compassion & respect for all

FRAMWELLGATE
SCHOOL DURHAM



Framwellgate School Durham

Teacher of French

Candidate Information Pack

Salary – MPS/UPS

Start Date – September 2023



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**FRAMWELLGATE SCHOOL DURHAM
TEACHER OF FRENCH
Full Time
MPS/UPS**

Required from September 2023

We wish to appoint a highly motivated, ambitious, and reflective teacher of French to bring a high level of subject expertise and help to improve the quality of teaching in this forward-thinking and innovative school. Over the last five 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. Our 6th form outcomes are amongst the best in the region. We have made significant improvements to our curriculum, teaching, and professional development programme and we are committed to reducing teacher workload.

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 five years, and we now have more than 1300 students who attend the school.

The successful candidate will possess subject expertise alongside energy and enthusiasm. They will believe that every young person deserves the very best education. A commitment to raising achievement, and a willingness to learn, train and develop as a teacher are all essential. We can offer you an environment where student behaviour is excellent, prior attainment levels are amongst the highest in the North-East, and our students and staff are a pleasure to work with. With over 20 new teachers, including many ECTs appointed over the last three years, we have quickly become a vibrant and exciting school in which to start or develop your career.

Framwellgate School Durham has been selected to be part of the latest phase in the Schools Rebuilding Programme and we envisage a fantastic new school building to be ready for September 2025.

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at Thompson.f@framdurham.com

Key Dates

The closing date for applications is Friday 9th December 2022 (9.00am)

Shortlisting will take place on Friday 9th December

Interviews are scheduled to take place on Wednesday 14th December

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



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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. The potential is here to make the school truly outstanding. Student behaviour is excellent, 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 new 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 the last few years. 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 fortnightly training on cognitive science and evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 additional days dedicated to training and professional development each year. We are experienced in supporting and developing ECTs and Teach First trainees and this is an excellent school in which to start your career.

I am looking for teachers who are passionate about their subject, have excellent subject knowledge, and are reflective practitioners, to help us to continue to improve outcomes. I think this is an incredible opportunity and hope you will too; you must be able to work in effective teams and demonstrate resilience, humour, and enthusiasm. You must never settle for second best. I will guarantee you our time and support and a fabulous place to come to work every day, especially as we have taken significant steps to reduce teacher workload. If you would like to visit prior to making an application please feel free to contact my Executive Assistant to arrange a suitable time and, we will do our best to accommodate you and welcome you to our school. You might want to decide whether you can work with us!

In your application, please focus on what makes you an effective, evidence-informed teacher. If you are currently training, let me know what you have learnt and enjoyed. Make me feel like I am reading about you; try not write a generic letter which ticks the boxes but doesn't tell me about your values or what you are like as a teacher or colleague.

I am also very interested to learn about what else you can offer the school. I am sure that the thing you remember most about your own time at school was the sports team you played in, the trips or visits you went on, or the school production you were part of. We need our staff, whatever subject they teach, to share their passions (human rights, music, sport, the environment, outdoor education, drama etc.) with our students, so that our extra-curricular offer is truly special.

We have changed so much over the last five years but developing teachers and leaders in a supportive environment is at the heart of what we do. Finally, one of you reading this will become a French teacher in a fantastic school next September. You'll love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

November 2022



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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. 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 knowledge rich 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 almost all teachers have a pastoral responsibility, remaining with their tutor group 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 and serious incidents are very rare.



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Teaching and Learning

Having introduced new systems to manage various aspects of school life, and a new knowledge rich 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 (this is now a 2-year programme) and we have other training strands for RQTs and those aspiring to middle and senior leadership.

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 account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram_official).



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The Languages Department

Under the experienced leadership of Dawn Hale, the languages department has a strong track record of success. The department currently employs three full-time and two part-time teachers, including two ECTs. Each has received support from more experienced members of the team. This is an excellent opportunity for another Early Career Teacher or Recently Qualified Teacher to join this fantastic team.

Key to the school's improvement in recent years has been a focus on our curriculum and the quality of teaching (particularly retrieval practice and checking for understanding). We have based much of our CPD around Rosenshine's principles and have a superb CPD programme which draws on in-house and external training and support (including from Tom Sherrington).

With an increasingly evidenced based approach to teaching and significant investment in CPD, we hope that this position will be attractive to trainee teachers looking for their first post or experienced teachers who want to benefit from our excellent CPD programme and work in a supportive and positive environment.

Our website contains a lot of useful information including course booklets for KS4 and 5 with the exam specifications, and I would urge prospective candidates to spend time looking at the curriculum and how it is sequenced. Please note that we are currently moving from a three-year KS4 curriculum with students choosing their options at the end of Y8, to a more traditional two-year KS4, so some of the curriculum information on our website may not yet reflect this.

We have a very strong commitment to language learning in the school and this post has arisen due to the additional uptake at Key Stage 4. In last year's Year 11, 34% of students took the full E-Bacc suite of qualifications but this will rise to 65% this year, and 80%+ in future years. Students can take German as a second language in Years 9-11. Having German as a second language is desirable but certainly not essential for the successful applicant

Finally

We can offer the successful candidate:

- A great school to work in with huge capacity for change;
- A talented and committed staff dedicated to securing the best outcomes for our students;
- A vibrant local community, loyal to the school, with very strong relationships between staff, students and parents;
- The opportunity to help FSD improve further and put teachers at the heart of this improvement.

Good luck with your application.

Andy Byers
Headteacher
November 2022



Job Description: Teacher

Responsibilities

To carry out the responsibilities of a subject teacher as outlined in the Teachers' Standards and career stage expectations, and all responsibilities of the school in relation to the health and safety/safeguarding of students and staff. These activities include:

1. Teaching

- Set high expectations
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons in the classes you are assigned to
- Teach within the context of the department's plans, curriculum and schemes of work
- Prepare students for internal and external examinations
- Adapt teaching to respond to the needs and strengths of all students
- Direct and supervise support staff assigned to you or the students in your classes

2. Impact on educational progress of own students.

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes
- Meet targets for the students in your assigned classes and monitor progress against these targets
- Make accurate and productive use of assessment
- Report appropriately to parents/carers on student progress in line with the school's assessment calendar
- Monitor standards of behaviour and apply whole school and departmental policies;
- Support the work of the department in planning and implementing strategies for improvement (including intervention and revision sessions)
- Mark work and provide written feedback to students on a regular basis and in line with the whole school/departmental policy

3. Whole School

- Participate in professional development activities, maintain and develop expertise, and share this with others;
- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and student development to secure co-ordinated outcomes
- Participate in arrangements for your own appraisal
- Communicate appropriately with students, parents and carers, and other colleagues in school
- Contribute to the wider life of the school either through the school's extra-curricular activity programme and/or by supporting colleagues and students with their work and development
- Promote the safety and well-being of students at all times (in line with school safeguarding policies)
- Ensure that health and safety procedures and guidance applicable to your subject/classes are followed

4. UPS Teachers

- Ensure you are highly competent in all elements of the relevant standards (taking account of career stage expectations) and that your achievements and contribution are substantial and sustained;

This generic job description may be accompanied by an annual, negotiated plan for UPS teachers indicating the areas they will contribute to educational progress beyond their own students.



Person Specification: Teacher of French

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Degree in French, or a degree which includes a significant French component• DfE recognised teaching qualification such as a PGCE or equivalent.	
Experience	<ul style="list-style-type: none">• Recent and relevant experience of teaching French at secondary level up to 16. A recent or current ITT course is sufficient to meet this requirement	<ul style="list-style-type: none">• Recent and relevant experience of teaching French to A Level. A recent or current ITT course is sufficient to meet this requirement
Skills	<ul style="list-style-type: none">• Ability to inspire, motivate and challenge students• Ability to plan and teach well-structured lessons which achieve outcomes which are at least good and are often outstanding• Ability to meet targets for the students in your assigned classes• Ability to work closely with a team of teaching colleagues in your department to prepare, resource and teach your subject• Ability to communicate effectively with students, parents/carers and colleagues, showing respect for others and professionalism at all times• Ability to adapt teaching to respond to the strengths and needs of all students	<ul style="list-style-type: none">• Ability to teach German would be helpful but is certainly not essential
Personal Attributes	<ul style="list-style-type: none">• Contributes to the wider life of the school• An able and dynamic teacher who is willing to contribute positively and imaginatively to this successful department, demonstrating humour, energy and resilience. We are looking for someone with the capacity to develop quickly into a consistently outstanding teacher	<ul style="list-style-type: none">• Willingness to contribute regularly to our extensive extra-curricular activities programme



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The Application Process

Please complete the Application Form available from our website.

Guidance on completing the application form:

Candidates are requested to complete the application form in full. Section B 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.

Letter of application:

In **addition** to the application form and evidence described above, you will need to submit a letter of application. In this letter you should explain how your experience as a teacher or trainee teacher prepares you for this role, the skills and qualities you believe you can bring to the job, what you can offer FSD, and why you are excited to be applying to our school. The letter should be no more than 1,500 words or two sides of A4.

Please try to ensure that section B of the form, and your letter contain different information.

Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com by **9am on Friday 9th December 2022**. 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.

Key Dates

The closing date for applications is Friday 9th December 2022 (9.00am)

Shortlisting will take place on Friday 9th December

Interviews are scheduled to take place on Wednesday 14th December

If you have any queries prior to submitting an application please contact Fiona Thompson, Executive Assistant at Thompson.f@framdurham.com.