



Framwellgate School Durham

Examinations Officer

Candidate Information Pack

**Salary – Grade FSD7 points 15-19 £23,541 - £25,481 FTE
(pro-rata to term time plus 2 weeks £21,274 - £23,028)
37 hours per week**

Start Date – as soon as possible



FRAMWELLGATE SCHOOL DURHAM Examinations Officer

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(pro-rata to term time plus 2 weeks £21,274 - £23,028)
37 hours per week**

Required as soon as possible

We wish to appoint a highly motivated examinations officer to make a real impact in this rapidly improving school. The school has undergone significant change over the last three years with improving outcomes, a new ethos & uniform, excellent student behaviour and a 30% increase in the school roll. Some of these changes were reflected in a positive Ofsted inspection in May 2018, where our leadership & management, 6th form, and students' personal development, behaviour and welfare, were all graded "Good". The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education.

An attention to detail and a willingness to learn, train and develop are all essential. We can offer you the opportunity to work in a supportive team where you will learn and develop on the job.

Framwellgate School Durham is a rapidly growing 11-18 non-selective secondary school within a Multi Academy Trust. The school roll is set to have increased by 35% in three years and by September 2020 we have just over 1300 students on roll.

As examinations officer you will deal with the administration of public examinations as well as mocks and internal examinations, recruit, manage, train and deploy exam invigilators and several other duties outlined in the job description.

Key Dates

The closing date for applications is **8.30am Monday 2nd November 2020**

Interviews are scheduled to take place shortly afterwards.

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

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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. I took up post in September 2017 and working alongside our talented and experienced staff, we have overseen significant change and improvement. 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 new ethos, uniform and curriculum, we have made huge strides in transforming the school.

I am looking for people who are passionate about their work, are reflective practitioners, and enjoy working in a team to make a difference to young people's lives. I think this is an incredible opportunity and hope you will too; you must be able to 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.

Three years ago, we had much smaller team; hugely talented and committed staff but struggling to make the difference they wanted due to limited capacity. By this September we will have almost completed our transformation with the appointment of more pastoral, support and academic staff.

Please see the timeline for applications at the end of this pack. In your application, please try to focus on what would make you an effective examinations officer and why you want to work at Framwellgate School Durham. Tell me why you are passionate about your work and make me feel like I am reading about you; try not to write a generic application which ticks the right boxes but doesn't tell me what you are like as a colleague.

We have changed so much already over the last three years (20+ new teachers, a new sports centre, a new school day, a new uniform, a new behaviour management policy and procedures, and most significantly, major investment in the pastoral staff) and have much more planned for 2020-21 with developments to our environment and an ever increasing number of students on roll. Developing colleagues in a supportive environment is at the heart of what we do.

Finally, one of you reading this will become an examinations officer in a fantastic school. You will love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1250 students on roll including 130 in the Sixth Form. Our roll is projected to increase by a further 50-60 in September 2020 (by which time we will be oversubscribed), and within the next two years, we envisage a roll of 1400 including 230+ in the sixth form. 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 a community that values learning and celebrates achievement. We are 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 a new ethos statement which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. Our new school uniform was introduced in September 2018 and is being phased in over the next two years.

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 Stage 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC 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 was recognised by Ofsted in 2018. 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. In 2018 inspectors praised student behaviour; indeed, we place a real emphasis on this aspect of school life 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 tackle issues from low level disruption, to more serious incidents.

Teaching and Learning

Having introduced new systems to manage various aspects of school life, and a new knowledge rich curriculum, we spent 2019 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 this year and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs and move forward in their practice. In 2017 we introduced collaborative planning time for all departments, to allow them to work together to plan exciting and engaging lessons.

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 NQTs is exceptional and we are in the process of developing 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 believe that our ethos, curriculum, teaching and support for students are such that an inspection will confirm our own judgements and recognise our successes. Our inspection of May 2018, soon after the new leadership team had taken up their posts, confirmed that we were heading in the right direction. Inspectors highlighted the following "**Strengths**:"

- The new headteacher, supported by a recently appointed and skilled senior team, has brought much-needed drive and ambition to the school. In a short period of time, they have tackled a significant number of weaknesses effectively.
- Pupils' behaviour, sixth form achievement and pupils' progress in English and mathematics have improved. The quality of teaching is also improving.
- Pupils behave very well around the school. Most are attentive in lessons and show respect for each other's opinions. Parents and pupils value the high level of support provided by the school's pastoral team
- The sixth form is good. Most students make strong progress in their chosen studies. They are well supported to go onto higher education, training or employment."

A positive monitoring visit in July 2019 demonstrates that we are on the right track.

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. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram_official). The Headteacher also writes a weekly blog (www.framheadteacher.com)

JOB DESCRIPTION

Main Purpose of the Role

The role requires professional confidence, efficiency and effectiveness in dealing with the administration needs of public examinations at KS4 and KS5 as well as mocks and internal examinations.

The role involves recruitment, management, training and deployment of exam invigilators throughout the year.

The role and systems may develop with the passage of time and therefore requires an ability to adapt to any new innovations in response to the changing environment.

To ensure that the duties undertaken operate as an effective, efficient and professional administrative service

Main Duties and Responsibilities

External Examinations – GCSE, BTEC, OCR National, GL assessments (yr7)

- Responsible for coordination of entries to examinations in liaison with Curriculum & Pastoral leaders.
- Responsible for coordination of exam papers, including checking and secure storage of, in accordance with exam board regulations.
- Responsible for the production of exam timetables, accommodating clashes and rooming, including distribution to students and staff.
- Responsible for appointment, induction, training and development and coordination of exam invigilators.
- Produce timetables for exam invigilators ensuring there are enough invigilators for each exam in accordance with exam board regulations.
- Responsible for the coordination of any special considerations in liaison with curriculum leaders and the SENCO.
- Responsible for collation, checking and dispatch of exam scripts.
- Responsible for the coordination of resits.
- Responsible for the coordination of exam results days, including certification, appeals and remarks.
- Responsible for effective use and maintenance of records in SIMS exam organiser in liaison with the Data and Assessment Manager.
- Attend relevant network meetings and CPD for exams officers to keep up to date with changes.
- Keep up to date with the JCQ guidelines and policy requirements and create/update policies as needed.

Internal Examinations

- Liaise with curriculum leaders and relevant AHT to organise internal examinations as required and produce examination timetables.

Data Assessment

- To assist the Assessment Manager with the school's assessment and pupil tracking system. This includes data organisation and entry onto SIMS Assessment Manager and SISRA.

Finance

- Responsible for managing examinations and exam admin budgets. To include liaising with the Business Director re monitoring of budgets.

- To coordinate the collection of fees for re-sits and external examination entries.

Health and Safety

- Know how to deal with emergencies in examination conditions, including evacuation routes from the building.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with health, safety and welfare.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development taking full advantage of any relevant training and development available.

General

- To maintain high standards of telephone skills when communicating with outside agencies, parents, governors, staff and students.
- Maintain a procedures file in relation to examination administrative tasks.

General responsibilities of all staff

- **Safeguarding, Equality & Diversity and Health & Safety**
 - 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.
 - To carry out your duties with full regard to the Academy's Equality, Diversity and Community Cohesion Policy.
 - To comply with Health and Safety policies, organisational 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.
 - To comply with the school's requirements for safeguarding and vetting checks.
- **Other**
 - 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.
- **Compliance with Policies**
 - The post holder is required to comply with all school policies.

Person Specification

Criteria	Essential or Desirable	Measured by
Qualifications		
Five GCSEs grade C or above (or equivalent), to include mathematics and English	Essential	Application form
Experience		
Previous experience of administering examinations in a secondary school	Essential	Application form and interview
Previous experience of working with groups of children	Essential	
Previous experience of working in a team environment	Essential	
Previous experience of using supervision/management skills	Essential	
Experience of using school IT packages including MS Office and SIMS	Essential	
Knowledge of SISRA	Desirable	
Previous experience of managing the invigilator function	Desirable	
Knowledge/Skills/Aptitudes		
Excellent 'people management' skills	Essential	Application form and interview
Good literacy and numeracy skills	Essential	
Good written and verbal communication skills	Essential	
Good organisational skills	Essential	
Ability to coordinate tasks individually, and within a team	Essential	
Ability to demonstrate a methodical approach to problem-solving	Essential	
Ability to relate to teachers and other professionals	Essential	
Sound understanding of young people	Essential	
A good team player	Essential	
Experience of meeting deadlines	Essential	
Excellent IT skills	Essential	

Excellent children behaviour management skills	Essential	
Ability to continue the learning process	Essential	
Behavioural attributes		
Able to use own initiative	Essential	Application form and interview
High standards of professionalism, including punctuality and attendance	Essential	
Flexible and adaptable attitude and approach to work	Essential	
Committed to the principles of equality and diversity	Essential	
Commitment to the safeguarding and welfare of children	Essential	
Ability to promote the positive ethos of the school	Essential	
Commitment to professional development and training	Essential	
Able to work flexibly within the requirements of the school	Essential	

The Application Process

Please complete the Application Form which accompanies this pack.

Guidance on completing the application form:

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

Your completed application form should be emailed 'in confidence' to Fiona Thompson at Thompson.f@framdurham.com by **Monday 2nd November 2020 at 08.30am**. 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.

Shortlisting will take place shortly afterwards and you will be contacted only if you are shortlisted. Interviews are scheduled to take place soon after shortlisting.

We regret that, at present, we are unable to arrange visits to the school in advance of an application, but if you have any queries or questions about the role, please contact Fiona Thompson, Executive Assistant Thompson.f@framdurham.com and she will arrange for someone to respond.