

The Excel Academy Partnership

Framwellgate School Durham

**Catch-up Intervention Tutor
(Maths or English)**

THIS IS A FIXED TERM CONTRACT TO END JULY 2021

Candidate Information Pack

Salary Grade FSD 4 Pt 5-6 £19,312-£19,698 FTE

(Pro rata to hours and weeks worked: £15,809-£16,125)

(35 hours per week, term time only)

Start Date – 14th December 2020 (or as soon as possible thereafter)

Catch-up Intervention Tutor

Salary Grade FSD 4 Pt 5-6 £19,312-£19,698 FTE

**(35 hours per week, term time only, fixed term contract to 20th July 2021 -
£15,809-£16,125 pro rata)**

We wish to appoint a highly motivated and reflective catch-up intervention tutor to bring a high level of expertise and help to improve the quality of support 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 be responsible for working with students (1:1 or in small groups/classes), both in and outside of timetabled lesson time, that may extend beyond the normal school day. The successful candidate will work with students who require support to improve their literacy and numeracy in readiness for KS3 and KS4 study or students who require additional support to address gaps that may be developed as a result of lost teacher time earlier this year. The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education. A commitment to raising achievement, and a willingness to learn, train and develop 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.

Framwellgate School Durham is a rapidly growing 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% in three years and we are now oversubscribed with more than 1300 students on roll.

This is an outstanding opportunity for a talented individual to join our dynamic and forward-thinking team. We are looking for someone with a caring, empathetic but assertive manner who can work alongside classroom teachers to support our students to achieve their potential and to work carefully with curriculum areas to help address gaps in knowledge as a result of recent lost face-to-face learning time. This will include:

- Working with students on a one to one basis or with small groups to provide in-class support
- Creating resources to support students
- Implementing agreed learning activities according to need
- Providing feedback to students
- Preparing and using specialist equipment according to need
- Working with classroom teachers in lessons as appropriate

The appointee will work with Curriculum Leaders, under the direction of the Assistant Headteacher (student progress) to support our young people.

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. From 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 catch-up tutor 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 a catch-up tutor in a fantastic school. You will love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

November 2020

About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are approximately 1300 students on roll including 130 in the Sixth Form. 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 (below) 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.

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)

CATCH-UP INTERVENTION TUTOR – JOB DESCRIPTION

Responsibilities

To provide support in addressing the needs of the students who require particular help to narrow learning gaps as a result of lost face-to-face teacher contact time, to overcome barriers to learning and to implement agreed work programmes with individuals/groups, in or out of the classroom. These activities include:

Providing support for students by:

- Participating in assessment of students to determine those in need of particular help or the level of need required
- Assisting the teacher/Curriculum Leader/other professional with the development and implementation of Individual Catch-up plans.
- Supporting provision for students with catch-up needs and providing feedback to students in relation to progress and achievement
- Challenging and motivating students, to promote and reinforce self-esteem.
- Using specialist (curriculum/learning) skills, training and experience to support students' access to learning with appropriate strategies and resources
- Implementing agreed learning activities/intervention programmes, adjusting activities according to student responses/needs
- Plan and prepare intervention lessons for small groups of students, working alongside teaching staff or independently.
- Supporting individual students within agreed curriculum areas as well as identified students in withdrawal groups
- Keep a log of students who undertake intervention and assist in the recording and reporting procedures.
- Liaise regularly with the relevant Curriculum Leader and Assistant Headteacher to inform them of progress and provide relevant feedback.
- Support exam revision sessions as required.
- Attend meetings as required.
- Work with other professionals to support students.
- Take part in any staff training and professional development as required.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students
- Promote the development, and support the running, of lunchtime and after school homework, enrichment and booster sessions, activity clubs or breakfast clubs
- Communicate with Framwellgate School Designated Safeguarding Lead over any safeguarding issues or concerns

Providing support for the teacher/senior staff/other professionals by:

- Working with the teacher to establish an appropriate learning environment
- Working with the teacher and other relevant staff in planning, evaluating and adjusting learning activities as appropriate
- Being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Promoting the inclusion and acceptance of all students within the classroom

Other Specific Duties:

To be a full and active member of the FSD staff team, assisting colleagues across the school.

Employees are expected:

- To support in the behaviour management and supervision of students and take part with

active duties to support student supervision on a daily basis

- Play a full part in the life of the school community, supporting its distinctive mission and ethos, encouraging and ensuring staff and students follow this example, including representing the school in a professional and positive light at all times to all stakeholders
- To engage actively in CPD and performance review processes

CATCH-UP INTERVENTION TUTOR – PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Five GCSEs at C plus (or equivalent) including English and maths • Level 3 qualifications or above 	<ul style="list-style-type: none"> • Degree • Level 3 qualification in English or maths
Experience	<ul style="list-style-type: none"> • Experience of working with secondary aged children 	<ul style="list-style-type: none"> • Experience of working in a school setting • Experience of planning and evaluating learning activities for individuals and small groups
Skills	<ul style="list-style-type: none"> • Good oral and written communication skills • Ability to use ICT effectively to support teaching and learning • Ability to work effectively as part of a team • Calm and positive approach • Ability to relate well with children and adults and form effective working relationships • Sensitivity to the needs of children and parents • Active listening skills • Ability to use own initiative when required • Able to manage time effectively. • Ability to inspire, motivate and challenge students • Ability to plan and teach well-structured intervention lessons to a small group of students • Ability to meet targets for the students in your assigned groups • Ability to work closely with a team of teaching colleagues in curriculum areas to prepare, resource and deliver intervention tutoring • Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times 	

Personal Attributes	<ul style="list-style-type: none"> • Caring disposition • Good sense of humour • Commitment to developing professionally • Patience and understanding • Contributes to the wider life of the school 	
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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. Please indicate on the application form your preferred subject area.

Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com by **Monday 23rd November – 9.00a.m.** Please **DO NOT** upload your application to the website on which this advert appears and please note that we do NOT accept CVs. All applications will be acknowledged by email.

Shortlisting will take place on Monday 23rd November and shortlisted candidates will be contacted soon after. Interviews are scheduled to take place on Monday 30th November.

Ideally, the successful candidate will be able to commence employment on Monday 14th December for the final week of this term.

Please note that we only contact applicants who have been shortlisted.