



FRAMWELLGATE
SCHOOL DURHAM



Turning potential into performance



**The Excel Academy Partnership
Framwellgate School Durham**

Director of Safeguarding

Candidate Information Pack

Salary:
APT&C Scale 12 Pt 39-41 (£34,538-£36,379)
Subject to Job Evaluation

Start Date – 1 January 2018



Director of Safeguarding
for 1 January 2018
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The Excel Academy Trust seeks to appoint an inspirational and highly motivated Director of Safeguarding to make a real impact at Framwellgate School Durham. Over the period since our last Ofsted inspection in November 2015 we have made significant progress. A new Headteacher took up post on 1st September 2017 and with solid foundations now in place, the opportunity to play a significant role in leading the school back to 'Good' and on to 'Outstanding' is both exciting and realistic.

The successful candidate will possess energy, vision and enthusiasm and believe that the core purpose for any school is to keep children safe. Only when this happens can we realise our aim of raising achievement and creating a truly outstanding environment for teaching and learning. A commitment to safeguarding, strength to hold staff to account and a 'can-do' attitude that will engage students, staff and the wider community are all essential. The new Director of Safeguarding will receive strong, consistent support from the Headteacher and Deputy Headteacher, dedicated staff, loyal parents and students, together with committed Trustees and Governors.

Framwellgate School Durham is a medium size 11-18 co-educational, non-selective secondary school within a Multi Academy Trust. There are 1,015 students on roll.

This is a non-teaching post; the successful candidate may have a background in education, social services, the NHS or elsewhere, and we appreciate that each applicant will come with their own particular strengths. We recognise that that we have a limited amount of time to fill this position which has become available due to the restructuring of the senior leadership team. However, this is too good an opportunity to miss. Potential candidates are invited to arrange an informal visit to the school to meet Andy Byers, the Headteacher.

Please contact Fiona Thompson Thompson.f@framdurham.com to make arrangements for a visit. The available date for a visit is **Monday 20th November 2017 at 10.30am** (we apologise in advance that no other dates/times are available).

The closing date for applications is 9.00am on Wednesday 22nd November 2017

Shortlisting will take place on 22nd November, shortlisted candidates will be contacted that evening and interviews will take place on Monday 27th November 2017

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and Section 128 clearance will be required for this post, together with completion of a pre-employment health questionnaire.

The Excel Academy Partnership
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Email: Thompson.f@framdurham.com



Letter of Welcome from Andy Byers, Headteacher

Dear Applicant

I am delighted that you are interested in this post. I became Headteacher in September (I have been in post for only half a term at the time of writing). Framwellgate School Durham (FSD) is a fantastic school which has had a rough two or three years. However, the potential is there to make the school truly outstanding.

Our 2016 outcomes were poor but the intake of students at key stage 2 is on a par with most of the high performing schools in the region. Student behaviour and pastoral care are excellent and the teaching staff are incredibly welcoming and keen for the school to succeed. The strength of the school has always been its caring ethos and strong community links, and these remain.

Since my arrival I have had the opportunity to restructure my senior leadership team and I would like to appoint a senior (non-teaching) leader who is responsible for all aspects of safeguarding within the school.

I think this is an incredible opportunity and hope you will too. I am looking for a forward thinking, highly motivated school leader, but you must be able to lead and work in effective teams and demonstrate resilience, humour and enthusiasm. You must never settle for second best; leading others, showing them respect but having difficult conversations which lead to improvements, are skills which only the best leaders have, and I want to appoint the best people at all levels of the organisation.

I will guarantee you my time and support and a fabulous place to come to work every day. The role will be to take a strategic and operational lead on safeguarding, including being the designated safeguarding lead (DSL) in school. The successful candidate must be highly trained and up-to-date with current practice and legislation. More importantly they must be meticulous in their organisation (accurate recording is crucial in this role) and have the emotional intelligence, and resilience, to work with vulnerable students and their families, as well as play a strategic role in the organisation, and work with senior colleagues within and outside school.

If you are able to, please come and visit. I'd love to talk to you in more detail about our plans and if you haven't visited the school before, I think you will be impressed with many aspects of it. You might also want to decide whether you can work with me! If you can't make a visit we won't hold it against you (honest!) and would still be delighted to receive an application.

In your application, please try to focus on how you demonstrate those soft leadership skills, and make me feel like I am reading about you; try not write a generic letter which ticks the right boxes but doesn't tell me what you are like as a leader or colleague. I am also very interested to learn about the impact you have had in your current role, and how you have supported your organisation, in whatever way, to keep children safe.

Finally, one of you reading this will become Director of Safeguarding in a fantastic school in January. 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 currently 1015 students on roll with 157 in the Sixth Form. It 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 around 30 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. It is tolerant, ambitious, successful and innovative. We seek to shape our young people into being confident, creative and rounded individuals who have an intellectual curiosity, a rigorous approach to learning, and a strong moral compass. We are an inclusive comprehensive school with high expectations for staff and students alike and we place a high priority on the development of our students as inquisitive thinkers with enquiring minds.

For all students we aim to:

- Provide academic rigour and challenge to raise aspiration and foster ambition;
- Instil the academic and social skills necessary to take the next steps in education or employment;
- Inspire them to be creative and entrepreneurial;
- Encourage the skills of research, enquiry and independent learning;
- Provide individual support to overcome barriers to learning;
- Instil community responsibility and respect for others;
- Be inclusive and value diversity;
- Help them to become morally responsible and proactive citizens.

The curriculum

We are committed to providing a 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.

On arrival in Year 7 students are allocated to a learning group, which is broadly banded based on prior achievement. Students will cover the full range of core and foundation subjects outlined in the National Curriculum, including an integrated humanities programme, with links to cross curricular skills. Setting is introduced in Year 8 where students will be grouped by ability in mathematics, English and modern foreign languages. In Year 9 sets are also introduced for science.

Our intake is well above national average ability (SIG+ in RAISE). Consequently we must ensure that our provision stretches and challenges our more able students. In addition, we are very aware 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 students are guided to progression routes, linked to future aspirations, designed to offer choice within a supportive structure tailored to meet their needs.

At KS5 we offer A-level and BTEC courses. In Year 12 we are proud of our Internship Programme which offers students opportunities and experiences in the areas of STEM, Medical Science, Law and Politics and Sports and Business Leadership. These programmes are supported by a wide range of regional and national partners to offer students rich learning experience linked to a particular career area. Nearly all our Year 13 students progress 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 2015. All students are placed in tutor groups and houses. The tutor is the first port of call for all students throughout their school career. Within each house, tutor groups are organised in year groups. We have an active Student Leadership Group and through the house system, students of all ages take part in a variety of activities which promote community and school cohesion. In 2015 inspectors praised student behaviour. They said that students "show respect for each other, whatever their background. They behave well during lessons and social time and they feel well cared for, safe and secure."

Teaching and Learning

Since the 2015 inspection and the appointment of a new Assistant Headteacher, a lot of energy has gone into improving classroom practice. All teachers now plan their lessons according to a Learning Cycle. This has brought more coherence to lesson planning and greater consistency between directorates (our name for faculties). We place a very high priority on developing our staff professionally. Middle management training has been a strong focus this year. There is an extensive programme of CPD opportunities which seeks to support staff to identify their development needs and move forward in their practice. Through the annual conference, CPD pathways and individual bespoke programmes, teachers are actively supported in their role. Developing the craft of teaching is at the centre of everything we do as a school and there is a 'buzz' about teaching within the staff. The development of teaching is supported through appraisal, staff meetings, lesson observation and monitoring processes.

Changes in 2017

A number of changes have taken place already this year. In addition to the appointment of Andy Byers as Headteacher and 13 other teaching staff, we have just opened our £2.4m sports centre, invested £100,000+ in a new IT network, changed to a new school day, introduced 90 minutes of staff development time each Wednesday, and changed our systems and routines for behaviour, marking, and uniform.



Performance

Results in 2017 were very disappointing with the most able boys, and students in maths, underachieving most.

The potential is there though. The average KS2 level for this year group was 5 and the performance in English demonstrates the potential for us to have %9-4 attainment of 80%+

KS4 2017 headline figures	Overall
Progress 8	-0.33
Attainment 8	4.7
% achieving 9-4 inc. English & maths	65.4
% attaining EBacc (stand pass)	19.6
% 9-4 English	82
% 9-4 Maths	70

Although the sixth form is small, performance at Key Stage 5 continues to be good. Value added measures were positive in 2016 and are expected to be so again in 2017.

Governance: The Excel Academy Partnership (EAP)

On conversion to academy status, the Excel Academy Partnership (EAP) Trust was formed and, together with the Local Governing Board, forms the governance structure for the school. The mission of the Excel Academy Partnership is to build a mutually beneficial and enduring family of academies which provides excellent education, tailored to meet the needs of every student in the Trust's care. We envisage that there will be opportunities for the successful candidate to support the work of the Trust through its school to school support networks and to further develop their own leadership capacity as a result.

The Local Governing Board

The local governing board has been remodelled since September 2016 to provide additional capacity, to extend and diversify the skill set amongst governors and to enable the membership of the LGB and of the Excel Academy Trust to be clearly delineated. A new Chair of Governors was appointed from September 2016. Governors work hard, within three working groups and in specialist governor roles, to support and challenge senior leaders. The governors are a strong, diverse and talented group, eager to support the new Headteacher. A very positive review of governance was undertaken by Jim McHugh, a National Leader for Governance, in March 2016.

School Roll

Our year groups vary in size, due in part to the demographics of the area, competition within Durham, and response to the RI judgement. Nevertheless, our two youngest year groups are the largest and have 234 (oversubscribed) and 180 students in respectively. We are confident, that with the changes we are implementing our numbers will continue to grow. Feedback from parents indicates that confidence in the school from our local community remains high.

Financial Management

Financial management is a strength of the school. A cost improvement plan, implemented in response to falling student numbers, meant that significant cuts in staff costs were made year on year in order to reduce a large projected deficit. The school accounts showed a much stronger financial position at the end of the 2015-16 financial year.

The school buildings are not easy to maintain, being 1960s clasp construction blocks. However, we have been successful in bidding for external funding which has paid for roof repairs on Babbage Building last year and a full refurbishment, including new windows, in Darwin Building this year. The school was granted £2.4 million for the new sports hall and complex.



Working in County Durham

If you don't know Durham it is a fantastic place to live and work. The historic centre of Durham City is impressive and County Durham is full of great places to visit, including the Dales, the heritage coast and the North Pennines. Good rail and road networks mean that there is easy access in all directions; to Scotland, the Lake District and the Yorkshire Dales. Visit www.thisisdurham for more details. You will be impressed!!

Finally.....

We can offer the successful candidate:

- A great school to work in with huge potential 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 lead FSD on a journey to become 'Outstanding' and one of the best schools in County Durham;
- A role in a vibrant multi academy trust with the ambition to support the development and growth of a family of schools;
- The completion of impressive new sports facilities making FSD a hub for sporting excellence in the region.

Good luck with your application.

Andy Byers, Headteacher



Information about the post

Job Description

POST TITLE:	Director of Safeguarding Framwellgate School Durham
SALARY:	APT&C Scale 12 Pt 39-41 (£34,538-£36,379) subject to job evaluation
REPORTING TO:	The Headteacher
JOB PURPOSE:	To provide dynamic strategic direction and leadership of safeguarding at Framwellgate School Durham and support the vision of the Headteacher and Excel Academy Partnership.
MAIN DUTIES/ RESPONSIBILITIES:	<ol style="list-style-type: none">1 To provide strategic leadership of safeguarding2 To be Designated Safeguarding Lead in School3 To promote the ethos and vision of the Excel Academy Partnership and to present it to a wide range of audiences4 To support the Headteacher/Deputy Head in ensuring that we keep children safe in the widest sense5 To be accountable to the Headteacher/Deputy Head for designated responsibilities at Framwellgate School Durham6 To be responsible for ensuring implementation of all relevant policies and to train (or arrange training) for staff in areas of responsibility7 To lead all aspects of safeguarding in addition to acting as DSL, including student attendance, equalities policy and practice, child protection, educational visits co-ordination, aspects of health and safety (including risk assessments) and site safety, alternative and off-site provision for students, e-safety, looked after children, policy and practice around radicalisation legislation (PREVENT), and policy relating to CSE and FGM, pastoral transition from feeder schools, safer recruitment, mental health and the well-being of students including their medical needs, and data protection8 To act as an ambassador for the Excel Academy Partnership in developing partnerships and links with stakeholders that promotes a positive profile of the Trust9 To take a lead role in the drafting, development and implementation of policy around area of responsibilities10 To provide motivational and inspirational leadership at all levels of the organisation11 To provide senior leadership at Framwellgate School Durham in achieving excellence with a focus on continuous improvement and raising standards



- 12 To be responsible for meeting the demands of changing legislation, new initiatives and changing practice in relation to areas of responsibility. To ensure the school is always outward looking in its approach
- 13 To build and maintain strong relationships with parents, staff, trustees and governors across the school community and the Trust
- 14 To support the need for effective communication, both internal and external to the school
- 15 To ensure equality of opportunity for all
- 16 To comply with health and safety policy and systems, report any incidents/accidents/hazards and take proactive approach to health and safety matters in order to protect both self and others
- 17 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
- 18 These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the Headteacher may determine

This is not a complete statement of all duties and responsibilities of this post. It contains only the facts necessary to rate this standard job at the resultant responsibility.

THIS POST REQUIRES SATISFACTORY ENHANCED DBS DISCLOSURE AND S128 CHECK. ANY OFFER OF EMPLOYMENT IS SUBJECT TO RELEVANT VETTING CHECKS AND COMPLETION OF A PRE-EMPLOYMENT HEALTH QUESTIONNAIRE.

November 2017



Person specification

Qualifications and Education					
E1	Degree or equivalent OR significant experience of working in or being trained at a managerial/executive level in a public-sector organisation DSL training (Level 3)	AF/C AF/C AF/C	D1	Other relevant qualifications relating to safeguarding or other aspects of the job description	AF/C
Experience and Knowledge					
E2	Significant proven experience as a middle leader in education or relevant public-sector setting	AF/I/R	D2	Significant proven experience as a senior leader in education or a relevant public-sector setting	AF/I/R
E3	Experience of managing, developing, inspiring and motivating staff	AF/I/R			
E4	Demonstrable recent success in meeting challenging targets	AF/I/R			
E5	Experience of leading the management of significant development and change	AF/I/R			
E6	Experience of presenting high quality, strategic information to staff and other stakeholders	AF/I/R			
E7	Significant experience of working with external agencies to support the needs of young people/children	AF/I/R			
E8	Experience of carrying out risk assessments in current setting	AF/I/R			
E9	Experience of leading training for staff on safeguarding issues (or other aspects of the job description)	AF/I/R			
E10	Knowledge of current Government policy and guidance in relation to key areas of responsibility highlighted in the job description	AF/I/R			

We recognise that applicants may come from a wide variety of backgrounds and not have skills, experience or knowledge covering all aspects of the person specification. We are looking for those with the closest fit and the ability/capacity to undertake training in those aspects of the job description where there are gaps.



Skills			
E10	Excellent oral and written communication skills with an ability to negotiate at all levels	I/P/R	
E11	E-confident and able to understand the benefits of future technologies in an educational context	I/P/R	
E12	Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets	I/P/R	
E13	Ability to interpret and implement new legislation, policies and directives	I/P/R	
E14	Ability to analyse information from a wide variety of sources and solve complex problems	I/P/R	
E15	Ability to create, develop and work in effective teams	I/P/R	
E16	Ability to demonstrate strong organisational skills, work under pressure and determine priorities to meet tight deadlines	I/P/R	
E17	Meticulous levels of organisation and an understanding that accurate and complete recording of evidence is essential to this role	I/P/R	
Personal Attributes			
E18	High personal standards of integrity and probity	I/R/R	
E19	Enthusiasm, vision, drive, adaptability, resilience and a sense of humour	I/P/R	
E20	Strong moral courage to influence staff and implement change	I/P/R	
E21	Able to secure the loyalty and confidence of students, staff, parents, Governors and Trustees, and others	I/P/R	



E22	Have consideration for the views of others	I/P/R	
E23	Advocate a sound educational philosophy, with the ability to translate into practice	I/P/R	
E24	Commitment to own and others personal development	I/P/R	
E25	Evidence of being able to build and sustain effective working relationships with staff, Governors, Trustees, parents and other stakeholders	I/P/R	
E26	Evidence of being a high profile, inspirational leader	I/P/R	
E27	Emotional resilience in working with children and adults	I/P/R	
E28	High degree of motivation for working with children and young people	I/P/R	
Special Requirements			
E29	Able and willing to work outside normal hours in order to meet the demands of the role	AF/I/R	
E30	Suitable to work with children	D	

Key	Stage identified
AF	Application Form
C	Certificates
D	Disclosure
I	Interview & Assessment exercises
P	Presentation
R	References



The Application Process

Please complete the Application Form available via the school website (www.framdurham.com)

Guidance on completing the application form:

Candidates are requested to complete the application form in full. Section E towards the end of the form 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.

In addition to the evidence described above, you will need to submit a statement in Section F explaining your suitability for the role. This should include the impact your work has had in your current and previous roles and how that will help drive improvements in a new context at FSD, given your particular expertise in relation to improving outcomes, and how your own leadership skills will support our work at Framwellgate School Durham. This statement should be no more than 1,000 words.

Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com by 9am on **Wednesday 22nd November**. All applications will be acknowledged by email.

Shortlisting will take place on **Wednesday 22nd November 2017**.

The interview process and assessment will take place on **Monday 27th November 2017** (shortlisted candidates should allow a full day for this)

We would encourage you to arrange a visit to the school to see for yourself the exciting opportunities we have to offer although unfortunately, given the short notice, we are only able to offer a visit on **Monday 20th November 2017 at 10.30am**. Please contact Fiona Thompson - details above - to arrange this.

If you have any questions or require further information about this post, please contact Fiona Thompson (details above).