



# Framlingham

## COLLEGE

BOARDING & DAY SCHOOL  
BOYS & GIRLS AGED 2 - 18



## Database Application Developer Recruitment Pack

**Employment Status**

**Full Time | Permanent**

**Job Location**

**Senior School (Framlingham College) &  
Prep School (Framlingham College Prep School)**

**Application Closing Date**

**Midday on Thursday, 22<sup>nd</sup> June 2017**

**Interviews**

**w/c Monday, 26<sup>th</sup> June 2017**

Framlingham College is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

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## About Us

### Framlingham College

**School Type:**

Co-educational boarding and day school

**Age Range:**

2 - 18

**Number of Pupils:**

701 (across both the Prep and Senior Schools)

Framlingham College is a high quality independent boarding and day school set in stunning surroundings in the market town of Framlingham, Suffolk. The school is absolutely thriving and prides itself on producing well-rounded, decent, articulate and very well-educated young men and women.

The College was founded in 1864 in memory of Queen Victoria's husband, Albert, Prince Consort, whose statue takes pride of place at the front of the College.

Framlingham College continues to enjoy a fine situation, looking across the mere to the 12th Century Castle and the historic parish church of St Michael's. The College enjoys a fine reputation as a fully co-educational school, large enough to enjoy the benefits of outstanding facilities and extensive grounds, but small enough to retain a friendly and caring atmosphere.

The town of Framlingham, which pre-dates its mention in the Domesday Book of 1086, is perhaps most famous for its castle. This magnificent monument occupies a hill on one side of the town's mere, while our own campus tops the rise opposite.

Framlingham College Prep School – also home to the Nursery – is in the nearby village of Brandeston. The School was established in 1948 and officially opened in 1949 in its present idyllic neo-Tudor setting beside the River Deben.

Visit our website to find out more about us: [framcollege.co.uk](http://framcollege.co.uk)







## Welcome from the Human Resources Manager

Friday, 9<sup>th</sup> June 2017

Dear Applicant,

Thank you for your interest in this vacancy at Framlingham College. You will find included in this pack:

- Job Description
- Person Specification
- Mission Statement
- Application Guidance Notes

**An application form is available on our website - [www.framcollege.co.uk](http://www.framcollege.co.uk)**

If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria listed in the person specification, please contact us to discuss whether a reasonable adjustment can be made.

Please complete and return the application form by the stated closing date at the beginning of this pack. Applications can be emailed to [hr@framcollege.co.uk](mailto:hr@framcollege.co.uk). If you return your form electronically and are shortlisted, you will be asked to sign the declaration at interview. Alternatively, forms can be posted to:

Sally Wood, HR Manager, Framlingham College, College Road, Framlingham, Suffolk IP13 9EY

**You are strongly advised to read through the attached guidance notes before completing the application form.**

Please note that appointments at Framlingham College and Prep School are subject to an enhanced disclosure through the Disclosure and Barring Service (DBS), two satisfactory references and a probationary period. Further information on disclosures, the DBS code of practice can be found on the [Government website](http://www.gov.uk).

**We are always excited about enthusiastic, like-minded professionals joining our school and very much look forward to receiving your completed application.**

Best wishes,

Sally Wood  
Human Resources Manager, Framlingham College



## Job Description

<b>Reports To</b>	ICT Manager
<b>Job Location</b>	Framlingham College and Framlingham College Prep School
<b>Hours</b>	37.5 hrs per week plus 10 Saturday mornings per annum
<b>Pension</b>	Contributory scheme available

### Duties and Responsibilities of Post Holder

#### Job Purpose

- Work in partnership with colleagues to develop software/database applications which enhance the functionality of key administrative and ICT management information systems.
- Work in partnership with colleagues to develop and enhance the capabilities of the MIS (iSAMS) and VLE (Firefly).
- Contribute fully to the smooth operation of the ICT department and other aspects of ICT development, operation of the help desk system and training as and when required.

#### Major Duties of Post Holder

- Apply knowledge of programming and application development to develop and extend the functionality of the schools' ICT systems.
- Manage and develop the functioning of all the commercial and bespoke SQL services.
- Play a major role in the development and utilization of Firefly.
- Work closely with all colleagues to understand their needs and to implement solutions in a timely, communicative and well organized way.
- Appreciate the value of communication internally with other colleagues, hand-overs and notification of technical issues as well as externally with clients.
- Training of staff in use of software and equipment by participating in the design and implementation of on-going training scheme to ensure all support staff are able to make the best use of ICT facilities.
- As part of a team of skilled ICT professionals, when operating the help desk, diagnose and rectify effectively and speedily ICT faults reported by end users paying special attention to the core business purpose of teaching and learning.
- As a developer, an appreciation that learning and the development of skills of benefit to the school is a key aspect of the job.
- Contribute to the wider functioning of the ICT Department including working at the Prep School on a Rota basis in term-time.
- Attend necessary training courses as determined and agreed by the ICT Manager.
- Manage the day to day functioning and performance of the school's iSAMS MIS to ensure that the system is secure, data is correct in its functioning, the database performs well and delivers the specified benefits.
- Manage the addition and maintenance of the school's databases and, where necessary customize database structures and functionality.



## Job Description

*continued*

- Have knowledge and understanding of SQL reporting services, query tools and practices.
- Develop SQL reports and tools to make these reports widely available at both Framlingham College and Framlingham College Prep School.
- Display good communication skills and work with people at all levels of the organization at Framlingham College and Framlingham College Prep School in order to deliver improved organizational performance.
- To show a flexible approach to work and be able to prioritize tasks in keeping with the business needs of the organization to prioritize and execute tasks in a high-pressure environment.
- Troubleshoot and solve problems regarding the performance of the database and act as the principal support contact with iSAMS.
- Ensure that the data is backed up effectively and ensure that disaster recovery procedures are robust have been proven to work.
- Work with the ICT Manager to support managers and other stakeholders to develop the capabilities of the system to meet their needs.
- To have a strong empathy with the organizational objectives of Framlingham College and Framlingham College Prep School.

Revised: June 2017





## Person Specification

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Clear commitment to software development.</li> <li>• Evidence of application and software development.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working as part of an ICT team .</li> <li>• Experience gained in a school environment.</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to 'A' Level or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant degree or equivalent.</li> </ul>
<b>Technical Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• SQL Querying, basic knowledge of SQL Server Administration and reporting services.</li> <li>• Advanced knowledge of IIS.</li> <li>• Knowledge of object orientated and event driven languages such as C#, VB.Net.</li> <li>• Work within an IDE environment using software development tools such as Visual Studio.</li> </ul>	<ul style="list-style-type: none"> <li>• Commercial MIS and data management experience.</li> <li>• Wider knowledge of Microsoft server environment.</li> <li>• Work with automation scripts such as Powershell.</li> <li>• CSS styling, webservices, HTML, Javascript.</li> </ul>
<b>Personal Skills</b>	<ul style="list-style-type: none"> <li>• Strong communication skills, both oral and written.</li> <li>• Ability to diagnose and assess needs of end users and develop appropriate and effective applications.</li> <li>• Good attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work under pressure.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Team player with ability to work autonomously</li> <li>• Effective time management skills</li> <li>• Approachable and friendly nature</li> </ul>	
<b>Safeguarding Children</b>	<ul style="list-style-type: none"> <li>• Awareness of safeguarding children issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of safeguarding children legislation and good practice.</li> </ul>

Revised: June 2017



## Mission Statement

We provide a high quality, innovative, flexible and holistic education, in a secure and inspiring environment, accessible to a broad range of boys and girls. We aim to equip each individual with the skills, qualifications and personal qualities required to flourish in the adult world of the 21st century.

### 'High Quality':

That all pupils enjoy **high quality facilities and staff input at all levels**, whether top set or bottom set, A team or C team, in or out of the classroom, with a view to enabling and encouraging each pupil to be the best that they can be in every context.

### 'Innovative':

That pupils benefit from – and contribute to – a **dynamic and forward-looking** educational environment. Professional, enthusiastic and supportive teachers champion a **culture of creativity** in all areas of the curriculum, nurturing inventive, fearless thinkers and equipping young people with the skills and the character to flourish in the fast-evolving adult world of the 21st century.

### 'Flexible':

We work hard to make the school day and week work for parents as well as for children, with **flexible starts and ends to the day** and a wide range of boarding options (full, weekly and flexi) on offer.

### 'Holistic':

We are committed to educating the whole person, not just the examination candidate, and believe that a strong culture of **pastoral care** and a rich **co-curricular** experience is key to this. As well as an outstanding teaching and learning culture, the school offers exceptional facilities, opportunities and achievements in sport, music, drama and outdoor education, while our extensive activity programme ensures that every pupil is valued for who they are and for what they contribute to the school community. In particular, we aim to foster a culture of volunteering and service among our pupils.

### 'Secure & Inspiring':

The **safety and wellbeing** of our pupils is of paramount importance. We enjoy stunningly beautiful buildings and grounds, which we believe have a profound and positive influence on our pupils. Emotional security of pupils is every bit as important as their physical safety. Recognising the particular stresses and anxieties that so many of our children face these days, the school places great emphasis on the mental and emotional wellbeing of our pupils both through curriculum provision and the prevailing pastoral culture.

### 'Broad range of boys and girls':

We encourage our pupils to open their minds, to aim high in all they do, and to make the most of the opportunities available to them. We embrace a **wide range of abilities**, believing that breadth and diversity build a richer environment, and every one of our pupils has a role to play in our community. We are academically ambitious for all of our pupils. The brightest child will do as well here as they will anywhere, while we aim for our 'value-added' rating for those pupils who are not naturally destined to achieve the very top grades to stand alongside the very best in the country.

### 'Adult world of the 21<sup>st</sup> Century':

The very best possible examination results are necessary, but they are not sufficient in themselves in preparing teenagers for the world beyond school. While ensuring that every pupil achieves at the very top of their academic potential, we also place great emphasis on developing the **personal qualities** - character, resilience, self-belief, creativity, adaptability and willingness for measured risk-taking - that are so essential in the challenging world that awaits them.



## Application Guidance Notes



### Applications

- Applications will only be accepted from candidates completing an Application Form in full. CV's will not be accepted in substitution for completed Application Forms in the absence of good reason. CV's may be submitted in **addition** to the Application Form in order to supply additional background information.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared. Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School. However, amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

An applicant will not be automatically disqualified from employment at the College by either upfront disclosure of a criminal record or the fact that information is revealed on the Disclosure. The College will take a view based on their judgement of the seriousness and relevance of the offence in relation to the job under consideration. The following factors will be taken into consideration:

1. Whether the conviction or other information disclosed is relevant to the specific position in question.
2. The seriousness of the offence or other matters revealed.
3. The length of time since the offence or other matter occurred.





## Application Guidance Notes

*continued*

4. Whether the applicant has a pattern of offending behaviour and whether the applicant's circumstances have changed since the offending behaviour or other relevant matters.
5. The circumstances surrounding the offence.

Where any concerns are raised by the contents of the Disclosure the applicant will be given a chance to explain the matter before any decision is taken.

Information regarding convictions should be submitted in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the HR Manager. If candidates would like to discuss this beforehand, they are asked to please telephone in confidence for advice.

- The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service (DBS) at the appropriate level for the post. Additionally, successful applicants should be aware that they are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association'. The 'by association' requirement applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.
- Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed.
- All candidates should be aware that failure to declare any convictions (that are not subject to DBS filtering), or the provision of false information is an offence and may disqualify a candidate for appointment or result in the application being rejected or an offer of employment being withdrawn by the College if they have been appointed, and a possible referral to the police and/or DBS.
- If the post you are applying for falls within the Early years/Later years provision or other relevant category as defined by DfE's current guidelines, you will be required to complete a pre-employment Staff Disqualification Declaration. This will be included in the application pack where applicable.

### References:

- The School will seek at least two reference, and for teaching posts we will request these for all short listed candidates before interview. If there is any reason for us not to do this, please contact the HR department to discuss. For non-teaching posts these will generally be taken up on appointment. The Headmaster reserves the right to request further references.



## Application Guidance Notes

*continued*

- The College will ask the candidates current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. We will also still ask about the candidate's suitability to work with children. Where the candidate has no previous employment history, the School will request references from the candidate's school or university.
- The School will compare any information provided by the referee with that provided by the candidate on the Application Form. Any inconsistencies will be discussed with the candidate at interview.
- Referees may be contacted after the interview if further questions arise.

### Invitation to Interview:

- If you are invited to interview this will be conducted in person and the areas which it will explore will include suitability to work with children.
- All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.
- All candidates invited to interview must also bring with them:
  - a current driving licence including a photograph or a passport or a full birth certificate
  - a utility bill or financial statement dated within the last three months and showing the candidates current name and address
  - where appropriate any documentation evidencing a change of name

**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

### Conditional Offer of Appointment: Pre-Appointment Checks:

Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received). For teaching posts one of these must be Head teacher at current school.
- the right to work in the UK
- verification of identity, qualifications and professional status, as appropriate
- registration with the Independent Safeguarding Authority (ISA)
- a DCSF List 99 check (Barred List), the Protection of Children Act List and Prohibition Order check as appropriate



## Application Guidance Notes

*continued*

- a DBS Disclosure satisfactory to the College
- Completion of a Staff Disqualification Declaration, where applicable
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- For teachers, verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- Where working in a management position being subject to necessary Management Prohibition check through the DfE.
- For those teachers from within the EEA area – subject to required EEA Overseas checks through the DfE.
- Satisfactory completion of the probationary period.

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