CURRICULUM ACHIEVEMENT LEADER COMPUTER SCIENCE
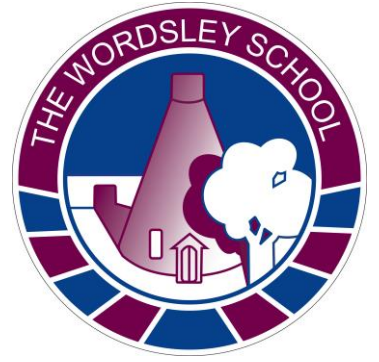
APPLICATION PACK

BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow as a teacher. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

The Wordsley School is a great place to work. People make schools, and at Wordsley, we have great ones. We want staff who really care about their students and each other, always going the extra mile. We all enter the teaching profession to make a difference to young people and share our love of subjects with them. Personally I am a History teacher and still get a buzz from being in the classroom. I am looking for a teacher who loves Computer Science as much as I love teaching about the past.

Wordsley is a true 'community' school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play. We are a team in the true sense of the word. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.

Computer Science is extremely popular at Wordsley. Numbers are large at GCSE, both in GCSE Computer Science and Level 1/2 in Creative iMedia. This role has come about due to the need for an extra teacher and the internal promotion of the current post holder.

This role would suit someone looking for their first steps into subject leadership or an experienced leader looking for a new challenge. We are looking for a Computer Science teacher who can teach all abilities up to GCSE level.

I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at https://www.wmjobs.co.uk. Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post.

I look forward to hearing from you.

Ashley Weatherhogg
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – 'the way things happen'. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION
To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION
We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES

CURIOSITY: we have enquiring minds and are keen to learn

INTEGRITY: we are honest and have strong moral principles

KINDNESS: we are friendly and considerate of each other

RESILIENCE: we respond well to challenge and are keen to improve

RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

Computer Science Department

We are a growing department compromising 2 of computer science specialists. The department has two spacious and well-equipped classrooms which have brand new 'Clever Touch' interactive whiteboards. There has been an increased uptake over the past few years at GCSE through expanding our provision to include a Creative iMedia vocational course.

Our curriculum places a strong focus on equipping our pupils with the skills needed to navigate and shape the technology-driven world. The curriculum at Key Stage 3 has a strong focus on utilising a range of software to develop pupils' algorithmic thinking, creativity and problem solving.

A spiral model is used to increase the difficulty and complexity of developing programs, using a high-level programming language. Pupils are also offered the opportunity to explore a range of cultural, ethical and moral issues around computer science as well increasing their skills and knowledge of how to stay safe online and be critical of the information which young people have access to. Topics such as game making and pupils are encouraged to demonstrate their ability to combine their creativity with their technical knowledge to create assets and game mechanics which are formed into a final product.

Our KS3 curriculum allows pupils to develops all the knowledge and skills they require to join us for either Computer Science GCSE or Creative iMedia vocational courses for KS4.

Job Description

Post title: **CAL Computer Science**
Responsible to: **SLT Line Manager**
Salary: **MPS/UPS (as appropriate) with a TLR 2B**

Part One: Teaching
A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

    • establish a safe and stimulating environment for pupils, rooted in mutual respect

    • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

    • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**

    • be accountable for pupils' attainment, progress and outcomes

    • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

    • guide pupils to reflect on the progress they have made and their emerging needs

    • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

    • encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**

    • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

    • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
    • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**

   • impart knowledge and develop understanding through effective use of lesson time

   • promote a love of learning and children's intellectual curiosity

   • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

   • reflect systematically on the effectiveness of lessons and approaches to teaching

   • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**

   • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

   • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

   • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

   • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. **Make accurate and productive use of assessment**

   • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

   • make use of formative and summative assessment to secure pupils' progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**

   • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

   • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

   • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

   • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

   • make a positive contribution to the wider life and ethos of the school

   • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively

   • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

   • communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

   • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

   ➢ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

   ➢ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

   ➢ showing tolerance of and respect for the rights of others
   ➢ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

   ➢ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Part Three: Leadership

Section A: Purpose
- Responsibility for the leadership, management and development of the department.
- Strive to ensure that levels of pupil progress, both individually and collectively, are at least in line with what prior attainment would predict.
- Responsibility for all staff within the department (as per the published line management structure) and to ensure that they model the school's mission, vision, values and motto, in their work.

Section B: Key responsibilities

Communications
- Ensure that all staff within the department communicate appropriately and in-line with the communications guidance to staff, written in the Staff Quick-Reference Handbook.
- Disseminate relevant information from Leadership Group meetings in a timely and effective manner.

Curriculum
- Ensure that the curriculum for all subjects within the department:
  (a) is planned and sequenced to ensure that new knowledge and skills build on what has been taught previously
  (b) is structured so that it is building towards clearly defined end points.
- Pupils within the subject are able to articulate:
  (a) the purpose of an individual lesson.
  (b) where an individual lesson fits within a broader unit of work.
  (c) how the knowledge and skills being taught in the current lesson/unit of work build on those that have been taught previously.
  (d) What teachers do to enable pupils to remember things they have already been taught.
- Teachers within the department are able to articulate:
  (a) how an individual lesson fits into a broader unit of work, why it is sequenced in this way and what the next step(s) is?
  (b) the strategies they use to support pupils to develop their 'memory for learning' and knowledge retrieval.
- Keep abreast of curriculum developments and research relevant to the department, including teaching practice and methodology. (Subject, pedagogical and pedagogical content)
- To be responsible for the development of cross-curricular skills in accordance with the school's agreed priorities.

- To develop effective curriculum links with the wider local community, as appropriate, in order to extend the subject beyond the taught curriculum, enhance teaching and learning (T&L) and develop pupils' wider understanding.
- Be open to trailing new developments in T&L to support pupil progress (working with Learning Champions as necessary).
- Support whole-school approaches to the cross-curricular development of literacy, oracy and numeracy.

Examinations
- Ensure that pupils are entered correctly for all relevant external examinations in a timely manner, in accordance with the required deadlines.
- To fulfil all relevant statutory responsibilities as outlined by the Joint Council for Qualifications (JCQ) relevant awarding bodies.
- To liaise with the Exams Administration Team regarding relevant examination and validating bodies, to oversee and organise non-examination assessments (NEA) marking and moderation, ensuring that staff within the department are provided with sufficient training opportunities to enable them to effectively discharge their responsibilities in line with the guidance.

Finance/resources
- Submit an annual department budget, which details how the allocated amount will be spent and ensures a 5% contingency is allocated to the overall department capitation.
- Assume responsibility for spending the department budget in-line with relevant school policies and the principles of 'best-value', ensuring that the budget remains within the agreed allocation.

Monitoring the quality of teaching and learning
- Retain an accurate view of the quality of T&L (inc. marking and feedback) within the department.
- Conduct lesson observations, drop-ins and other observations of classroom practice as directed by the Headteacher and/or according to the school's published monitoring processes.
- Take appropriate action to support each member of staff to further develop their practice, addressing any areas of concern.

Pupil behaviour and attitudes
- Ensure that staff within the department work within the framework provided by the School Behaviour Policy.
- Recognise and reward positive student achievements, in-line with the agreed school protocols.
- Contribute to/lead opportunities to obtain pupil voice, as appropriate and relevant to departmental or whole-school priorities.

Self-evaluation and development planning
- Write the Department Improvement Plan (DIP), to be approved by the SLT line manager, liaising with other departmental responsibility holders as appropriate.
- Share the DIP with all members of the department in a timely and effective manner.
- Implement the DIP, monitoring its success at agreed points throughout the year.

Staffing/staff development
- To monitor the effectiveness of responsibility holders within the department, using appraisal objectives to stretch and challenge performance.

- To work with the SLT line manager with responsibility for staffing and timetabling to ensure an effective timetable for the department.
- Utilise CPD opportunities to support the growth and development of members of the department; reflecting upon the quality of T&L and future aspirations of teachers.

Tracking, monitoring and intervention to support pupils' academic progress
- Track the academic progress of all pupils within the department using agreed, robust summative assessments, measuring progress against individual and collective targets.
- Intervene as appropriate with pupils whose academic performance suggests that underperformance is likely.

Additional
- The job description above also includes fulfilment of the job description for that of a Classroom Teacher.
- The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Person Specification

Qualifications, professional development and knowledge	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualified teacher status.	E	A
Educated to degree level.	E	A
Ability to teach at a consistently high level, evidenced by pupils' academic outcomes over time.	E	A/R
In-depth knowledge and understanding of effective Computer Science teaching.	E	I
A willingness to keep abreast of relevant educational research and pedagogical development.	E	I
Evidence of relevant professional development	D	A

Professional experience	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Evidence of positive impact in a Computer Science Department.	E	A/I/R
Taught Computer Science and or Creative iMedia successfully at KS4, demonstrating strong outcomes.	E	A/I/R
Rapidly analyse pupil data, with a high degree of accuracy, drawing logical conclusions and recommendations for further action.	E	I
Ability to plan and sequence schemes of learning.	E	A/R
Supported extra-curricular activities within Computer Science.	E	A/R

Traits and competencies	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Outstanding oral communicator.	E	I
Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy.	E	A/I/R
Ability to delegate effectively and hold staff to account.	E	I/R
Demonstrate dynamism and creativity in solving problems.	E	A/I/R
Motivate and inspire individual colleagues and teams.	E	I

A 'self-starter' with the ability to prioritise effectively and meet deadlines	E	I/R
High levels of emotional intelligence and self-awareness.	E	I
Someone who: • is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance. • prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school. • thrives on challenge, with the necessary drive and determination to get a job done.	E	I
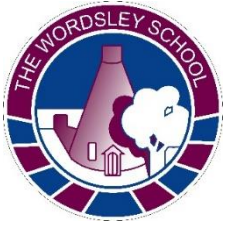
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