November 2017

TEMPORARY TEACHER OF COMPUTING
1 year maternity cover
TMR/UPR
Required January 2018

Dear Applicant

Thank you for your interest in the post of Teacher of Computing at The Henry Box School. We are looking for a well-qualified, committed and enthusiastic Teacher of Computing temporary for 1 year to cover maternity leave. This is an excellent opportunity for a talented teacher to join a strong department in this successful 11-18 comprehensive school. This is an excellent opportunity for NQTs and experienced teachers. Visits to the school are welcome, by prior arrangement.

The Henry Box School is a successful, thriving mixed comprehensive school of over 1200 students situated on Church Green in the historic market town of Witney. The school was founded in 1660 by local man Henry Box and the beautiful original school building is still in daily use in the centre of our attractive site. We are proud of our history and tradition and very excited about our future. The school was inspected by Ofsted in June 2013 and was judged as 'good' in every category. The GCSE examination results in 2017 were excellent, with 'A' Level results above the national average.

High academic standards and fulfilment of potential are at the heart of our school aims. In addition to the strong academic progress students make, there is a large focus on personal and social development, with a very effective pastoral system in place. We introduced a House system which is successful in creating further opportunities for student involvement, competition and leadership. There is a wide ranging enrichment programme which all students are encouraged to participate in, including clubs and teams, trips abroad and a very popular Duke of Edinburgh Award scheme.

At Henry Box, we are fortunate to have fantastic staff, both teaching and support, experienced and supportive governors, and students who have positive attitudes and are keen to learn. Students and staff enjoy positive and mutually respectful relationships, and above all we are a very happy school. Continuing Professional Development is central to our work and we offer opportunities and support for all staff to develop their skills, from our excellent NQT programme through to our Aspiring Senior Leader programme

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run in partnership with other local secondary schools.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

We look forward to receiving your completed application form by **Monday 20th November 2017 at 4:00pm**. In the meantime, if you have any queries about this role, please contact Jeanette Ashton (HR Manager) on 01993 848166 Mon – Thurs 8.00am – 5.30pm (term time only) (email jobs@millacademy.co.uk)

Further information about the post is given below.

Yours sincerely

W J Hemmingsley
Headteacher

The Business, Economics and Computing Faculty

The BEC Faculty consists of 5 teachers with good administrative support. The Head of Faculty is supported by a specialist Computing Subject Leader who is currently responsible for the Computing and ICT courses offered. However, all members of the faculty work closely together to plan a coherent, valuable progression through the key stages. This arrangement is designed to be flexible in order to create continuity and allow opportunities for staff development. The faculty works closely as a team offering professional support in a friendly environment. Regular meeting time is given to the collaborative planning and sharing of resources and each member of the team is encouraged to take some responsibility for the management and development of the faculty.

The faculty is situated across the school, with Business and Economics having a designated block with flexible computer room and Computing having three specialist classrooms, including flexible pop-up desks. There is also a boardroom and breakout rooms for students to use during class time and for independent study. All classrooms are equipped with a smart board or data projector and the ability to show DVDs. Additionally, the faculty has a bank of laptops for use in lessons. Schemes of work, resources, course outlines and teaching guides are available for each year group and offer a broad and balanced curriculum for all students as well as maintaining flexibility for teachers.

The faculty is committed to a wide range of learning and teaching styles and this is reflected in varied classroom activities and lesson planning. The principles and practices of formative assessment form a vital part of our planning and delivery of our curriculum across the Key Stages. A clear focus on preparing students for summative assessments and national examinations are also built into curriculum maps at all stages; this is a real strength of the faculty and something we are looking to further develop.

At Key Stage 4 students either complete the CiDA Level 2 specification or OCR GCSE Computer Science 9-1 specification. Business students complete the Edexcel GCSE specification. The department offers a wide range of interventions for all students, including revision and written skills sessions regularly after school and one to one support where needed. At Key Stage 4, students are in mixed ability groups.

At A-level, business and economics students follow the Edexcel specifications. ICT and computing is currently only taught in year 13. The quality of teaching within the faculty is very strong, led by the Head of Faculty who drives consistent development of outstanding learning and teaching. Members of the team are also experienced examiners which help to facilitate this. All our courses are very popular, typically with 100+ students opting for business GCSE, 50+ for ICT or Computing and 50+ at A-level for business and economics. Business and economics results are consistently excellent, and above the county and national averages. GCSE computing results are steadily improving year on year, with ICT remaining very strong.

Members of the faculty also take an active role in organising and promoting extra-curricular activities. We have a prefect programme, Dragons Den competitions, national ICAW accounting and Target 2.0 economics competitions, working with the local Chamber of Commerce and shopping centre as well as utilising our prominent position at the heart of Witney to ensure all relevant topics are based around real life organisations students can relate to.

We wish to appoint a colleague with the following qualities:
- The ability to motivate students and achieve excellent results
- The ability or desire to teach both Computing and ICT in KS3, KS4 and KS5 as well as vocational subjects
- Excellent organisational skills
- The drive to work collaboratively in a dedicated, passionate and dynamic team who have high expectations
- The ability to develop and sustain strong relationships with colleagues and students
- Committed to thorough lesson planning and assessment and enthusiastic delivery

We will provide you with:
- Enthusiastic students who are willing to learn and have good behaviour across the school
- A positive and innovative learning culture supported by staff, parents and governors
- Excellent CPD opportunities both within the department and across the schools partnership
- A professional, hardworking, supportive and passionate faculty who are committed to raising student achievement even further

Health & Safety
All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

SELECTION CRITERIA

Essential
- Qualified Teacher status
- Ability to teach KS3, KS4 and KS5
- Effective behaviour management.
- Ability to work as part of a team.
- Knowledge of planning, assessment and record-keeping.
- Commitment to further training and development.
- Conscientious, enthusiastic and positive.
- The ability to relate well to students, staff and parents.
- Willingness and ability to be an effective tutor, if required.

DESIRABLE

- Willingness to teach PSHE.
- Willingness to contribute to extra-curricular activities.
- Evidence of improving practice by identifying and meeting CPD needs.

THE COMPUTING DEPARTMENT

Curriculum

Key Stage 3

In Key stage 3 students receive 1 hour a week and follow a Computing scheme of work. A variety of topics are completed enabling students to develop skills across the six strands of Computing.

Key Stage 4

We have one group in Year 11 studying Information Commuication Technology (WJEC). Computer Science 9-1 (OCR) is currently studied by one group in Year 10 and one group in Year 11. We hope to expand this over the next year or two. We also currently have two Year 10 groups studying CIDA level 2 (Pearson) and one Year 11 group studying Cambridge Nationals (OCR).

Key Stage 5

At post-16 we currently offer students A-level ICT (WJEC). In the future, we look to offer appropriate level 3 courses for our key stage 5 students.

Rooms and Equipment

We have 3 well-equipped computer rooms with smart boards and data projectors. The department is well resourced and has a good range of subject specific software. We are also currently using Microsoft Office 2010.

STAFFING

We are fortunate to have a small team of Computing teachers who are committed to developing Computing as a major area of the school and have excellent technical support from the Network Manager and two ICT Technicians.

We are looking forward to welcoming a new member of staff to our department who can share our vision of the digital future and take an active role in further developing the department.

JOB DESCRIPTION: TEACHER (MPR and UPR)

Post Title: Teacher of Computing – 1 year maternity cover
Purpose: To raise standards of attainment and achievement of learners

Reporting to: Faculty Leader and Assistant Faculty Leader where appropriate

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Liaising with: SLT, Faculty and Subject Leaders, House Leaders and relevant staff with cross-school responsibilities, relevant support staff

Working Time: Full Time   **Disclosure Level:** Enhanced

Salary: TMR/UPR

TEACHING

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) 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
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. PLAN AND TEACH WELL STRUCTURED LESSONS

4(a) impart knowledge and develop understanding through effective use of lesson time

4(b) promote a love of learning and children's intellectual curiosity

4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired

4(d) reflect systematically on the effectiveness of lessons and approaches to teaching

4(e) 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

5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

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

5(c) 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

5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; 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

6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

6(b) make use of formative and summative assessment to secure pupils' progress

6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons

6(d) 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

7(a) 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.

7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

8(a) make a positive contribution to the wider life and ethos of the school

8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

8(c) deploy support staff effectively

8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues.

8(e) communicate effectively with parents with regard to pupils' achievements and well-being

PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school.

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

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

(c) showing tolerance of and respect for the rights of others

(d) 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

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

(f) 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

(g) Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition for UPR (STPCD):

- The teacher is **highly competent** in all elements of the relevant standards; and
- The teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**.

General Responsibilities

- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager

Additional duties:

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example
- To promote and lead extra-curricular activities in line with the traditions and expectations of the school within the context of a life work balance

Other Specific Duties:

- To undertake the role of Form Tutor if required
- To share in supervisory duties according to the school's published rotas
- To keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeon hole daily
- To participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- To continue personal development as agreed
- To engage actively in the appraisal process
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers

- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- To undertake any other duty as specified by STPCD not mentioned in the above

For all staff - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children / child protection concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

W J Hemmingsley
Headteacher
November 2017