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| **Job Title:** Head of ICT and Business  | TLR: 2b |
| Line managing:Subject Teachers  | Reporting to:* Head of Faculty/Assistant Headteacher
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| **Job Purpose:** to support the HOF in ensuring the Faculty is: * consistently high performing across all 4 school criteria (leadership & management, behaviour, safety & ethos, teaching & learning, outcomes & progress)
* compliant with all the school’s policies and systems
* ensures that the school’s vision and values is at the heart of all actions across the team
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| Specific responsibilities for all teachers

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| **Area** | **Relevant****Standards** | **Band 1** Early Years Teacher | **Band 2** Accomplished Teacher  | **Band 3**Expert Teacher **‘Significant and** **Sustained Contribution to school’** |
| **PROFESSIONAL****PRACTICE** |  | **M1 M2 M3** | **M4 M5 M6** | **U1 U2 U3** |
| 1.1(1);1.2(2,3,5)1.3 (1,3) 1.4(1,2,3) 1.5 all1.6 (1) 1.7 (1,2,3)1.8 (3) 2.1 (2,4) Preamble | Many – but not all – aspects of teaching over time are good | All aspects of teaching over time are good | Many aspects of teaching over time are outstanding |
| **PROFESSIONAL****OUTCOMES** | 1.1(2) 1.2(1,2,3)1.5(1) 1.6 (3,4)Preamble | With appropriate additional support, most pupils progress in line with school expectations | Most pupils progress in line with schoolexpectations without additional support | Significant numbers of pupils exceed school expectations |
| **PROFESSIONAL****RELATIONSHIPS** | 1.1(1) 1.6(4)1.7(4) 1.8(2,3,5)2.1 (1,3,4)Preamble  | Positive working relationships establishedwith pupils, colleagues and parents | These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. | Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges |
| **PROFESSIONAL****DEVELOPMENT** | 1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1) 1.8(4)2.1(2) 2.3Preamble | Develops professional practice in line withadvice from more experienced colleagues | Takes a proactive role in identifying areasfor professional development and accessing advice | Proactively leads the professionaldevelopment of others in a way which leads to improved outcomes for pupils |
| **PROFESSIONAL****CONDUCT** | 1.1(3) 1.7(1)1.8(1) 2.1(all)2.2 2.3Preamble | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards |

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| Specific Responsibilities - to ensure the faculty becomes high performing across all strands by |
| **Leadership and Management** | * line managing ICT, computer science and Business teachers and any non specialist teachers
* Ensuring the ICT curriculum is broad, balanced and meets both the National Curriculum and pupils needs
* ensuring statutory requirements are met across the department
* contributing to whole school training and coaching of others
* being an effective mentor for early stage teachers in the dept (TFT, Schools Direct, NQTs)
* lead on effective assessment practices at GCSE and BTEC, and ensure best practice in external verification
* implementing the Schools Vision and Improvement Plan across the dept
* ensuring all teachers within department participate in the appraisal process, and be responsible for the appraisal process in the department/faculty
* ensure that all teachers within the faculty effectively implement school policies and procedures
* planning and implementing an effective quality assurance process across key stage three
* contributing to an annual report to the Headteacher and Governors which includes (i) exam and end of Key Stage Analysis (ii) Departmental Self Evaluation Report (iii) Department Improvement Plans
* ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher
* providing cover work in case of absence within department
* Leading Educational Visits to support the Curriculum
* Developing links with Primary Schools
* Leading on e-safety strategy and ensuring that all pupils receive training on safe use of digital technologies
* Contributing to the e-safety policy
* Ensuring all staff are trained in e-safety and have a highly viligant approach to safeguarding
* Ensuring all staff understand their responsibilities for data security under the GDPR
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| **Teaching and Learning** | * supporting the development of the literacy and numeracy strategy, and embed a consistent approach to literacy/numeracy within the department
* supporting, developing and enhancing the teaching practice of all others working within the department (including non-specialists where relevant)
* ensuring that planning documentation (Short, medium and long term) is up to date, easily accessible and consistently applied across the department
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| **Behaviour, Ethos and Safety** | * ensuring that behaviour is monitored and strategies implemented across the department
* being responsible for Health and Safety within the department area
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| **Progress and Outcomes** | * being responsible for progress and outcomes across the ICT curriculum
* raising standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress.
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| **Other** | * carrying out other duties which the Headteacher may request
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| *This job description will be reviewed annually and may be subject to amendment or**modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.* |

**Person Specification**

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| Qualified Teacher Status in relevant subject | Essential |
| Good honours degree in related subject  | Essential |
| Further professional qualifications | Desirable |
| Evidence of recent professional development | Essential |
| Relevant, recent experience of teaching in an 11-16 or 11-18 school | Essential |
| Successful track record in implementing strategies raise achievement beyond the classroom | Desirable  |
| Proven record as a teacher whose students reach high standards  | Essential |
| Proven record as a good/outstanding teacher | Essential  |
| Proven record of leading effective professional development | Desirable  |
| Capacity and enthusiasm for hard work | Essential |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence and ability to use appropriate leadership style | Essential |
| Ability to work calmly under pressure and maintain a positive and optimistic attitude | Essential |
| Ability to manage and resolve underperformance  | Desirable |
| High organisational skills including the ability to prioritise and manage time effectively  | Desirable |
| Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems | Desirable |
| High level of communication, presentation and literacy skills | Essential |
| Ability to take firm decisions, and take responsibility for decisions | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential  |
| Ability to inspire, challenge, influence and motivate others | Desirable  |
| A passion for the values of community education | Desirable |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| A caring, considerate and respectful leader | Essential |
| An understanding of child protection and safeguarding  | Essential  |
| An understanding of e-safety, and strategies to encourage safe practice for pupils  | Essential  |
| An understanding of the strategies for ensuring inclusion, diversity and access | Desirable |
| Experience of effective school evaluation | Desirable  |
| An understanding of current national agenda developments | Desirable  |
| A knowledge and understanding of the current OFSTED framework | Desirable |
| A thorough understanding of leading the curriculum and exam specifications at all key stages in ICT  | Essential |