

Westcliff High School
for Boys

JOB DESCRIPTION

TEACHER OF COMPUTER SCIENCE

INTRODUCTION

The Computer Science Department at Westcliff High School for Boys (WHSB) has been a strong Department for many years. It has consistently outstanding results in GCSE and Advanced Level Computer Science having offered both Levels for several years. The subject is increasingly popular at Advanced Level, requiring one or two classes in both Years of the Sixth Form.

The Department offers a variety of additional clubs which support those in need or extend the more able pupils. All pupils take part in the BEBRAS Challenge with many going on to the finals each year. In addition, the GCSE pupils take part in an annual trip to the Computer Science Museum at Bletchley Park.

ACCOMMODATION AND FACILITIES

The Computer Science Department is well-equipped. The pupils are provided with current textbooks, revision guides and departmental booklets. The primary Computer rooms and Department office have all recently been refurbished and are located as a suite of rooms in the main building. The rooms are spacious, light, air-conditional and back onto the main playground and fields. There are additional Computer rooms around the School, primarily for the use of other Departments.

The classrooms area spacious, light and air-conditioned. The Computer rooms back on to the main playground and fields, staff can make use of the outdoor space when conducting investigations with their classes.

CURRICULUM

The new Year 7-9 syllabus has been designed by the Computer Science staff at WHSB to encourage independent learning, alongside developing examination technique. The Department uses a range of assessments and investigations to introduce, consolidate and extend pupils' understanding of Computer Science. We do not attempt to accelerate pupils' learning, but instead we encourage them to develop an in-depth understanding of the principles they are currently learning, and this gives pupils a secure knowledge of the subject.

The OCR GCSE 9-1 Curriculum builds on the work that has been completed in Years 7-9, both consolidating parts of it that have previously been covered to GCSE Level but also extending other parts so pupils can access the Level 9 grade.

In the Sixth Form, students can choose to study OCR Advanced Level Computer Science if they attained a Level 7, 8 or 9 in GCSE Computer Science or Mathematics. In Year 12, Computer Science students will study the majority of the Theory components of the course alongside developing their programming skills both through set algorithms and development of personal projects. In Year 13, students start the year working on their coursework and finish visiting the remaining required topics before preparing for their final examinations.

EXAMINATION RESULTS

Results in all public examinations are outstanding and those who choose to continue their Computer Science studies at University generally do so at established Universities, including the Universities of Oxford and Cambridge.

In Summer 2018, students at Westcliff attained 70.2% grades 7 to 9 in OCR GCSE Computer Science, and 93.6% 5 to 9.

In Advanced Level Computer Science, 60% of students at Westcliff attained A*, A or B.

JOB DESCRIPTION

TEACHER OF COMPUTER SCIENCE

Job Purpose:
The teacher is required to carry out the general professional duties of a school teacher under the reasonable direction of the Head of Department and Headmaster and to perform such particular duties that from time to time which may reasonably be assigned him/her by the Headmaster. Teachers on the Upper Pay Scale (UPS) will be expected to make broader contribution to the School as a normal part of their work.

Duties and Responsibilities:
The following responsibilities are included in the professional duties which the teacher is required to perform:

General Duties:

- to support and promote the School's general purposes, ethos and Learner Profile;
- to be familiar with and respect and follow the School's Policies and Procedures;
- to maintain a good understanding of whole School Evaluation and Development Planning;
- to act as a role model to pupils through always being punctual and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning;
- to attend School and Year Assemblies and to carry out a share of supervision duties in accordance with published rotas;
- to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the School's Rules and the Pupils' Code of Conduct;
- to maintain good order and discipline among the pupils, safeguarding their welfare both on School premises and when engaged in authorized activities elsewhere;
- to participate in staff and other meetings relating to the School's curricular, pastoral or administrative arrangements;
- to assist with covering or taking other classes as and when required (e.g. staff illness) and being available for examination invigilation;
- to communicate and co-operate on educational issues with persons or bodies outside the School as appropriate;
- to contribute to the extra-curricular life of the School as appropriate and attend and support School and House events wherever possible.

Teaching:

- to ensure that lessons are planned in appropriate detail (considering pupils' prior attainment) and are prepared and delivered in accordance with the Learner Profile, departmental Schemes of Work and regulatory standards, reinforcing the need for high expectations which inspire, motivate and challenge pupils;
- to take account of pupils' educational needs (differentiating where appropriate), to teach in a manner appropriate to a Grammar School (as outlined in the School's *Guide to Outstanding Teaching)*, including the setting and marking of work, to be carried out by the pupils in School and elsewhere (homework), according to agreed schedules;
- to assess, record and report on the development, progress and attainment of pupils in accordance with the School's policy, in order to ensure pupils fulfil their potential. This record of assessment should be available to the Head of Department or Directors of Studies on request;
- to regularly mark pupils' work, giving appropriate feedback and keeping records of marks;

- to provide mark lists, grading lists, written reports, internal comments or references relating to individual pupils as the School may require;
- to communicate with Head of Department and Form Tutor regarding the progress of individual pupils, as necessary;
- to attend Parent Evenings to discuss the progress of pupils and use such occasions to offer constructive advice on what pupils need to do to improve their progress;
- to participate, within the guidelines laid down by the Head of Department, in the evaluation and development of appropriate methods of teaching, syllabuses and materials, writing Schemes of Work as reasonably requested and contributing to the development of departmental policy;
- to assist with displays and publishing of pupils' work;
- to utilise ICT as an effective tool to aid teaching and other classroom resources as appropriate;
- to assist with departmental voluntary activities, societies, trips and initiatives.

Pastoral Care:
Teachers will act as Form Tutors under the direction of a Progress Leader and Head of School/Director of Sixth Form and they will*:*

- be 'in loco parentis', responsible for the welfare of pupils in the Form and the first point of contact for those seeking help or guidance or wishing to express concern;
- take an interest in the personal circumstances and development of each pupil in the designated Form Group, in his/her happiness and security, and to be available for advice or consultation with parents as well as provide comments on Reports, and to handle correspondence;
- promote the academic progress and well-being of individual pupils and any Form Group, class or group, ensuring consistent feedback is given, which guides pupils. Discussing Reports and supporting self-evaluation activities with the designated Form Group;
- providing tutees with guidance and advice on educational, careers and social matters, monitoring their welfare and making relevant records and reports (including reference and personal profiles) in accordance with the School's policies. If necessary, directing pupils to sources of more expert advice on specific questions;
- ensure that the Form Group's Pupil Planners are kept up to date and to ensure they are used effectively by pupils including as a means of parent(s)/School communication;
- promote the Learner Profile and high standards of behaviour, attendance, punctuality and attitudes to work.
- ensure that pupils' dress and appearance conform to the requirements set out in the Code of Conduct;
- encourage pupils to develop their interests and talents through participation in extra-curricular activities and the broader life of the School;
- discharge effectively a range of Form administrative duties.

Personnel and Continuing Professional Development:

- to attend and participate in Staff INSET and training courses and events, as requested;
- to contribute, as requested, to the selection, appointment and professional development of staff, including the induction of new teachers;
- teachers on the Upper Pay Scale will be expected to make a greater contribution to the School's Appraisal and CPD arrangements as part of their normal working arrangements.

CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written Statement of Conditions of Employment (the Contract of Employment).
- The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- To uphold the School's policy in respect of child protection and safeguarding matters.
- The postholder shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification at any time after consultation with the postholder.
- All staff members are required to participate in the School's Appraisal Scheme.



Westcliff High School for Boys

Headmaster: Mr MA Skelly M.A.

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