

SOUTHEND HIGH SCHOOL FOR BOYS



RECRUITMENT
INFORMATION PACK

'This is an outstanding school' (Ofsted)

SOUTHEND HIGH SCHOOL FOR BOYS

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**Teacher of Computer Science/ICT
(fixed term – one year)**

Required from September 2018 (or sooner)

We are a hugely oversubscribed school, complimented by our recent outstanding OFSTED inspection on many aspects including our forward vision and academic excellence: *“attitudes to learning and relationships between staff and students are exemplary”*.

An imaginative and successful computer science specialist able to demonstrate or develop expertise at all age levels is required to join a thriving and creative department for one year to cover maternity leave.

This post is either full time or substantial part time (please indicate your preference on the application) and would suit either an experienced teacher or a new entrant to the profession.

The school has an outstanding record of support and development.

Come and be part of this outstanding school!

Please download information and application pack from our website @ www.shsb.org.uk

Closing date: 2nd February 2018 (early applicants may be contacted prior to closing date)

January 2018

Dear Applicant

Post: Teacher of Computer Science/ICT

Thank you very much for viewing this recruitment information pack.

The school and the governing body are committed to providing a quality service. We recognise that this can only be achieved through the recruitment of competent, motivated employees who are suited to and fulfilled in the roles they undertake

The governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope therefore, that the following information is of help to you in deciding whether to apply for this post. If you wish to apply for the position please complete the application pack on our website www.shsb.org.uk.

If you are unclear about any aspect of the application procedure, please do not hesitate to contact our HR Manager, Ms Amanda Lane, via email – amanda.lane@shsb.org.uk or call 01702 606208.

For economy reasons we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from me within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Robin M Bevan', followed by a small horizontal line.

Robin M Bevan
Headteacher

Information about the school

Southend High School for Boys is an '*Outstanding*' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective schools within the Borough of Southend. The main school, years 7 to 11, is single sex boys whilst the large sixth form is coeducational. It is situated thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge.

Southend High School for Boys has '*an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school*' (Ofsted 2015) At Southend High School for Boys, talent is nurtured. Learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Southend High School for Boys is not only a lively and stimulating institution, but also a welcoming community with an open and friendly approach. Thank you for taking an interest in our school.

In April 2006 we became a Leading Edge school. This accolade gave recognition to our programmes for improving learning and for encouraging innovation. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research and gives time allowances and subsidies for this. Over a third of our staff has achieved higher degrees during their time with us. We regularly support other colleagues in other schools and have a wide ranging professional development programme.

We were the first secondary school in the Eastern counties to receive the Challenge Award and the 22nd school nationally. Assessors in the report commented: '*Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life*'. We are also pleased to be in receipt of the Sportsmark Award which recognises the excellent provision and opportunities given to our sportsmen. We are proud of the fact that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics and have won 20 national titles in the last 10 years. Likewise our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions.

At the turn of the century, Southend High School for Boys was designated as a specialist Language College. As such the school has been recognised as a centre of excellence for the teaching and learning of modern foreign languages, both with respect to our own pupils and to the wider community. More recently we received the Leading Aspect Award in recognition of the foreign language work we have undertaken with local primary schools. We are in receipt of the full International Award.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others; hence, we have activities ranging from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

The 1186 pupils on roll, of whom 385 are in the Sixth Form, benefit from modern and updated specialist facilities. In September 2005, our new Sports & Music Centre was opened, which comprises a 5-court sports hall, a recording studio and music practice rooms and in July 2007 we completed building our new Drama Studio. Members of staff are encouraged to use the facilities and as such a number use the gym. In science we have extended a number of laboratories to cater for the increased numbers of students who have opted to follow science courses in the sixth form. Further investment has been made in ICT resources with an upgrade of three computer suites as well as all classrooms having interactive whiteboards and/or projectors. A new dedicated Maths building was completed in 2011. The main school's admission number each year is 180, split into six forms of 30. In the Sixth Form, which is over-subscribed with 8 applicants for every place, the admission number is 200 and we welcome the contribution that our new entrants make to the school. The present teaching staffing complement is 62 full-time equivalent, with 49 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one hour periods per fortnight, the school day running from 8.30am -3.30pm.

SOUTHEND HIGH SCHOOL FOR BOYS

ICT/COMPUTER SCIENCE DEPARTMENT

Southend High School for Boys is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

Aims

The department aims to equip all pupils with a range of ICT skills in order that they are able to work independently in other subjects, enjoy using new technologies in a variety of situations and are prepared for future life.

Curriculum and Assessment

At KS3 each tutor group has an hour long lesson per week, following the new Computer Science curriculum. A wide range of applications are covered including Microsoft Office software, Logo, Scratch, html, SketchUp, Adobe CS6, SQL, Python programming and computer animation. In Year 9 pupils start either an ICT GCSE or a Computer Science GCSE. These programmes of study continue throughout KS4. GCSE Computer Science is a popular choice and is currently taken by two thirds of the year group. We operate a two year KS3 and a three year KS4 course structure.

Work at KS3 is assessed by units of work being levelled against the Computer Science Curriculum descriptors and Compute-IT. Currently GCSE groups are based on English sets to accommodate timetabling issues. In the Sixth Form A Level Computing (AQA) is offered. Usually there is one set in Y12 and Y13.

ICT Provision: Whole School

ICT has a high priority in the school. Every classroom has an IWB (Prometheon mainly) and there are seven ICT suites available for students' access. Wireless connectivity is two thirds across the school. We encourage teachers and support staff to have a Performance Management objective in developing ICT provision and we also have an ICT Champions Forum which meets once every term to swap innovative ideas of application in the classroom. Every department sends a representative. Being a Leading school with the British Computer Society and Computing at School we also provide support and materials to other primary and secondary schools locally. We have the ethos where everyone helps each other to develop their knowledge of ICT and we provide supporting mechanisms for this; for example, we have an ICT learning facilitator. We have developed our managed learning platform which is provided by Fronter. We have the highest usage of an educational VLE in the locality. Our ICT Learning Support Technician chairs the local Fronter Development Group and the Deputy Headteacher for Teaching and Learning chairs the ICT Steering Group for Local Authority provision in schools.

Staffing

The department currently consists of the head of department who teaches Computer Science and IT at KS3 and 4, together with the A Level Computing and four other teachers who teach classes in KS3 and KS4.

Accommodation

ICT lessons are taught in three ICT suites. A Level Computer Science is taught in a Sixth Form classroom equipped with 17 computers. All ICT rooms are air-conditioned.

THE POST

We are seeking an effective and enthusiastic teacher to join a strong department to cover maternity for one year. The ability to teach up to A Level is desirable.

As a selective school we have an appreciable number of very able students. We are looking for a well-qualified, energetic and enthusiastic teacher who is able to inspire and motivate *all* our students. Teaching at Southend High School for Boys is an immensely fulfilling experience where students are readily engaged via creative and challenging lessons.

It is expected that the successful candidate will make a significant contribution to the life of the department.

A completed application form should be returned to the school as soon as possible.

Southend High School for Boys

Subject Teacher Job Description

1. CURRICULUM

- a) Participate in departmental consultation concerning the curriculum area and the cross-curricular schemes in which the department is involved. Prepare, manage and deliver stimulating learning and teaching situations to further the aims and objectives of the department as expressed in the departmental policy statement and /or School Improvement Plan.
- b) Participate in curriculum audits.
- c) Undertake responsibilities in the department which may be reasonably delegated or shared.
- d) Keep up-to-date with curriculum developments in the subject area and with other members of the department apply these in the development of schemes of work.
- e) Advise the subject leader on resource or curriculum needs of which (s)he may not be fully aware.
- f) Report back to the department from working groups and discuss the possible implementation of new ideas and initiatives.
- g) In the case of learning or behavioural difficulties liaise with the head of department, form tutor or year leader as seems appropriate.
- h) Promote teaching and learning activities which stimulate students' interest and involvement.

2. STUDENTS

- a) Provide formative and prompt assessment which enhances learning and promotes progression.
- b) Implement departmental policy concerning levels of expectation in classwork and homework, including the careful presentation of work and care of books and equipment.
- c) Ensure that the homework timetable for each teaching group is understood and followed by the students.
- d) Implement nationally specified assessment arrangements and appropriate internal assessment procedures.
- e) Provide information on the achievements of pupils for interim assessments, yearly reports, and mark sheets or on any other occasion when information is sought for parental information, reference or other purposes.
- f) Ensure that the subject leader is given full information on the academic progress of students when they pass on to another teacher and as they are required by the subject leader at any other time.
- g) Ensure that students are aware of relevant safety and hygiene procedures which apply to the room or equipment in use.

- h) Make students aware of opportunities for extending their education experience outside timetabled time, both in and out of school. Foster and support students' participation in such activities.
- i) Play a part in the maintenance of discipline and good order generally within the school.
- j) Be responsible for promoting and safeguarding the welfare of children and young persons you are responsible for or come into contact with.

3. EXAMINATIONS

- a) Undertake an equitable share of the setting and marking of internal examinations or other assessments as delegated by the subject leader.
- b) Provide the subject leader with accurate information concerning pupil entries and, where required, anticipated grades of classes being taught for public examinations.
- c) For external GCSE & GCE examinations ensure that pupils are aware of the Board and syllabus for which they are to be entered. Make an appropriate contribution to the setting, marking and moderation of coursework, controlled assessments or any other task subject to internal assessment.
- d) Inform the subject leader of students who have the ability to aim for Oxford and Cambridge entry.

4. STAFF

- a) Support the subject leader in providing professional support and guidance for students, GTPs and newly qualified or appointed teachers in the department.
- b) Liaise with support staff to ensure resources are available for lessons.
- c) Become familiar with school procedures and policy which will thereby aid colleagues in the effective running of the school.
- d) Develop awareness of the aims of other departments and seek co-operation as seems appropriate.

5. RESOURCES

- a) Advise the subject leader on resource or curriculum needs of which (s)he may not be aware.
- b) Ensure that the subject room is well cared for and that display facilities are used to create a stimulating, safe and hygienic environment.
- c) Report any damage or deterioration of equipment which may affect learning and teaching.
- d) Ensure that any equipment is PAT tested and to the best of your knowledge, safe and that pupils are allowed to operate it, where appropriate, only under proper supervision.
- e) If sharing a subject room with other staff, ensure that it is left tidy and ready for use.
- f) Keep a record of the issue of books and other resources. Follow up cases of loss or damage.

PERSON SPECIFICATION

CLASSROOM TEACHER

	Essential	Desirable
Qualifications	Qualified Teacher Status Degree or equivalent	Post graduate study Evidence of further professional development
Experience	Successful teaching experience or teaching practice delivering the National Curriculum in a secondary school	Experience of using ICT in the classroom Experience of A level teaching Contribution to extra-curricular activities
Knowledge	Knowledge of teaching and learning styles and strategies Knowledge of the nature and purpose of a range of assessment strategies	Knowledge of current curriculum issues
Skills & Abilities	An ability to: review, evaluate, plan and lead by example analyse and make balanced judgements in a variety of situations encourage a collaborative approach and to work as a member of a team encourage the best from students and from oneself foster good relationships with students, parents, and with colleagues remain calm and positive, even when under pressure work to deadlines Good inter-personal skills	Ability to encourage the best from one's colleagues
Other Key Qualities	Good record of attendance and punctuality Sense of humour A commitment to the values of the school, in particular: a commitment to high-quality teaching and learning An awareness of the issues involved in child protection measures	Willingness to 'go the extra mile' to secure success A commitment to extra-curricular activities

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.