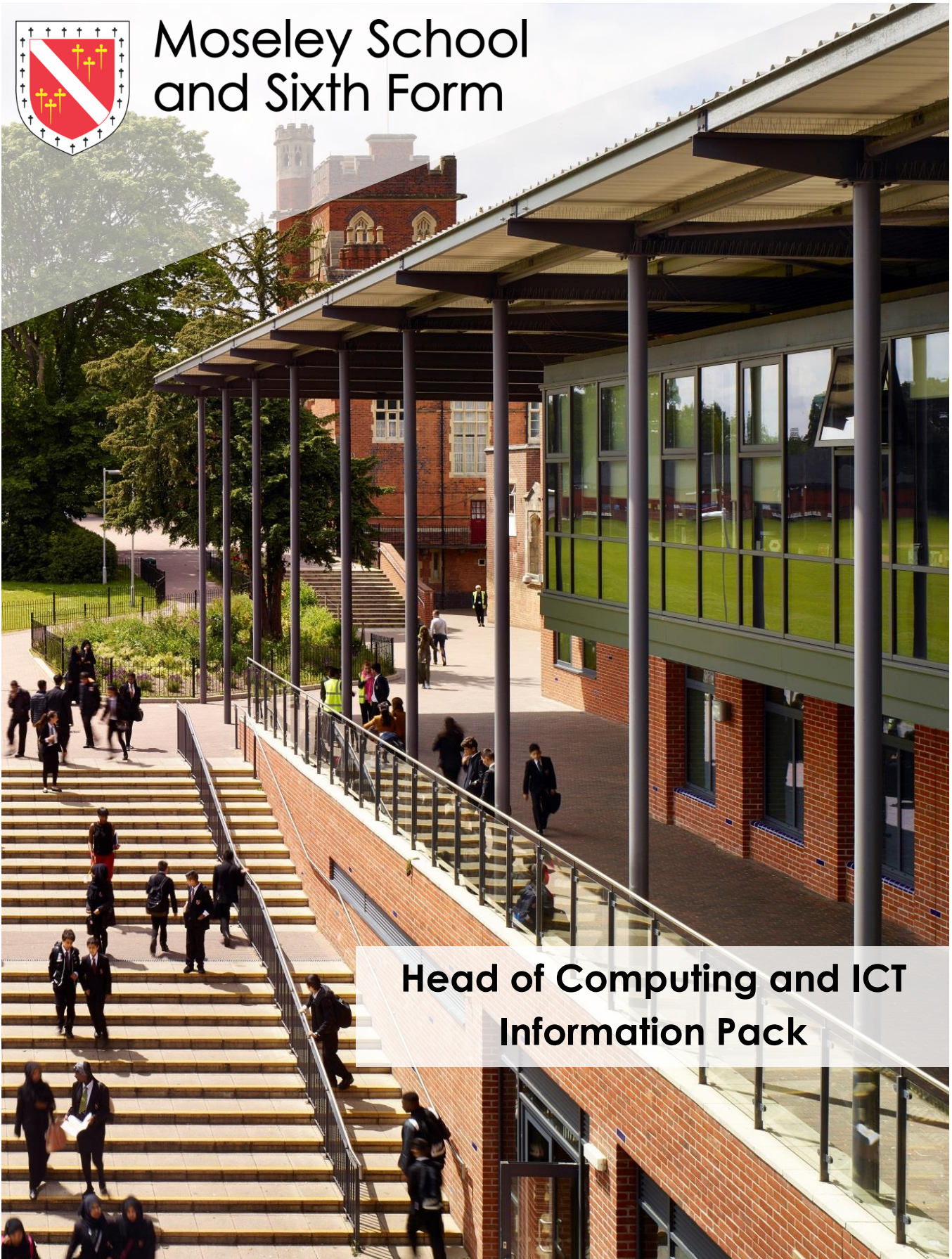




Moseley School and Sixth Form



Head of Computing and ICT Information Pack

At Moseley School and Sixth Form, we are committed to safeguarding and to promoting the welfare of our students.
inspiring excellence in character and scholarship



Moseley School and Sixth Form

Moseley School and Sixth Form
Wake Green Road
Moseley
B13 9UU

T: 0121 566 6444
E: enquiry@moseley.bham.sch.uk

Headteacher: Mr R. McBrien BSc MEd NPQH

Dear Colleague,

I am delighted you are considering joining Moseley School and Sixth Form. This is an exciting opportunity to make a significant difference to the life chances of our students. You will have an important role in building on the good standards already achieved at Moseley School and Sixth Form. We are very proud of the achievements our students make academically and in many other spheres. We aspire to provide the very best educational opportunities and outcomes for all our students. Ofsted recognised that we are doing a good job of this when they inspected in May 2016.

Please explore our website and read through the additional materials included in this pack to find out more about Team Moseley. The job description and person specification give you an indication of the scale and ambition we have for this post. If you have the passion, commitment and resilience to make a significant difference in this role I would be delighted to receive your application.

Your application must be received by **8.00am on Tuesday 21st May 2019**. Please write a letter to accompany your application form that outlines your experience and achievements that equip you for this role and how you will make an impact in our school. Your letter must be no longer than two sides of A4 with a minimum font size of 11. Interviews will take place on **Thursday 23rd May 2019**.

Yours faithfully,

Roger McBrien
Headteacher



Moseley School and Sixth Form

Post Title: Head of Computing & ICT

Salary/Grade: MPS/UPR plus TLR 2b

Contract Term: Permanent

Contract Start Date: September 2019

We are seeking to appoint an exceptionally creative and innovative Head of Computing and ICT to join our dynamic team. You will be joining a popular department within the Vocational Faculty, which also includes Business Studies and Economics.

You will have a significant role in building on the success of the department in recent years. We aspire to provide the best educational opportunities and outcomes for all our students.

We are a welcoming team that strive to provide an inclusive and supportive environment for our students and staff alike.

Our perfect candidate will:

- Be a consistently good to outstanding leader
- Be committed to exceptional standards of teaching and learning
- Be able to motivate, challenge and inspire students to achieve their best
- Be able to establish and develop outstanding relationships with students and staff
- Help us to build on our existing results across the endorsements
- Contribute to our core vision and values

If this is you, come and join 'Team Moseley'. The staff at Moseley School and Sixth Form are a passionate team of professionals. Our purpose is to inspire excellence in character and scholarship. The students and their families have bought into this vision. Together we form a friendly and dedicated community.

Moseley School and Sixth Form is a large comprehensive secondary school with a thriving sixth form. Moseley School first opened its doors in 1923. We value our long history whilst being excited about our future. There are 1400 students, 195 teaching and support staff, excellent facilities housed in a grade two listed building, a modern building which opened in 2012 and a recently completed sports complex and extensive grounds. Staff enjoy access to our on-site gym.

Download an application pack from our website www.moseley.bham.sch.uk or contact Caroline Schilling, PA to Headteacher, on 0121 566 6441.

Closing date: 8.00am Tuesday 21st May 2019

Interviews date: Thursday 23rd May 2019

Completed applications should be returned to Caroline Schilling, PA to Headteacher, Moseley School and Sixth Form, Wake Green Road, Moseley, Birmingham, B13 9UU or via email to recruit@moseley.bham.sch.uk, with an accompanying letter explaining how you meet the requirements of the role.

Job Description

Post Title:	Head of Computing & ICT
Reporting to:	Assistant Headteacher – Head of Vocational Faculty
Salary / Grade:	MPS/UPR plus TLR 2b
Disclosure Level:	Enhanced



Moseley School and Sixth Form

Core Purpose: Provide professional leadership and management of Computing and ICT in order to secure high quality teaching and the effective use of resources and improved standards of learning and achievement for all students.

Ensure that students make positive progress against prior attainment, by ensuring that teaching is consistently of a high quality, progress is monitored, and appropriate measures are taken to address any areas of underachievement.

Responsibilities for all teachers:

- Meet the relevant Teachers' Standards
- Promote the values and aims of the school
- Follow all relevant school policies
- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- Create and maintain effective partnerships with parents and carers
- Treat students, parents and colleagues fairly, equitably and with dignity and respect
- To comply with the school's Health & Safety policy and statutory requirements
- Plan lessons and sequences of lessons, ensuring lessons have pace and variety, that learning is personalised to meet individual learning needs and that teaching caters for the full range of learning styles of students
- Ensure that teaching reflects the diversity of backgrounds of students and promotes mutual respect
- Contribute to regular curriculum review to help maintain a relevant, stimulating and innovative curriculum provision
- Take responsibility for personal continuous professional development to ensure that knowledge and skills are kept up to date with respect to subject(s), pedagogy and curriculum developments plus wider school, local and national issues
- Assess progress of students in line with policy and records to ensure regular feedback and encouragement is given to students to take responsibility for their own learning
- Instigate measures to address the causes of identified underperformance and monitor the effectiveness of those measures
- Submit assessments to the school database, and complete students' reports for parents' consultation deadlines in school calendar, ensuring they provide an accurate record of the progress of each individual and meeting high quality standards
- Complete registers to monitor attendance and punctuality and take action to address any issues
- Utilise appropriate behaviour management strategies in lessons in line with school policy
- Participate in lesson observation and other measures to monitor delivery of learning outcomes and quality of teaching and implement measures to address any improvement issues identified
- Participate in the appraisal process, identifying personal professional development priorities which will impact on students' learning



Specific responsibilities of this role:

- To be an inspirational role model for staff and students
- To develop an ethos of scholarship and success for students and staff within the subject
- To raise the achievement of students within the subject
- To provide a rich and varied Computing and ICT curriculum to excite and inspire students
- Ensure that each student's literacy, EAL and special needs are understood and catered for in the subject area
- Ensure that each student makes good progress from their relative starting points
- To develop the quality of teaching and learning and contribute to in-house professional development
- To assist the Headteacher in arrangements for the appraisal of the performance of teachers and support staff
- To monitor and evaluate classroom practice, student progress and behaviour
- In collaboration with faculty colleagues formulate a faculty improvement plan.
- Have responsibility for the quality, standardisation and moderation of all aspects of assessment for the subject across all key stages to ensure exacting standards and accurate tracking of student progress.
- Monitor the quality of teaching and assessment of computing and ICT.
- Provide support to the Head of Faculty for staffing / cover arrangement on a day to day basis.
- Develop innovative approaches to the curriculum in order to ensure appropriate access and achievement for all students
- Inform and work closely with parents to maximise the learning and development of their children through scheduled meetings, progress reports, parents' evenings and otherwise as required
- Liaise with other schools as necessary to ensure continuity of learning and to achieve the benefits of co-operation and collaboration

Responsibilities of form tutors:

- Provide support to a form group within our House system including the planning, preparation and delivery of tutor sessions
- Promote positive attitudes to learning through learning conversations with students and families
- Establish a learning culture for students with high expectations for attendance, punctuality, conduct and performance
- Monitor students' progress in terms of personal development and instigate measures to address any identified concerns
- Instigate measures to address the causes of identified underperformance and monitor the effectiveness of those measures
- Complete registers to monitor attendance and punctuality and take action to address any issues
- Utilise appropriate behaviour management strategies in lessons in line with school policy

While every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

The post is on the Teachers' Pay Scale and therefore comes under the Teachers conditions of service.

Moseley School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for the successful applicant.



Person Specification

Post Title: Head of Computing and ICT

Qualifications & Experience	
• Qualified to degree level in Computing and ICT and QTS	E
• Evidence of further professional development	E
• Proven track record of raising achievement at KS4 and KS5	D
• Proven track record of improving attitudes to learning	E
• Experience of teaching Computing and/or ICT to A level	E
• Proven track record of improving the practice of other teachers	D
• Proven track record of leadership that delivers improved outcomes for students	D
Skills and Abilities	
• An excellent classroom practitioner	E
• An excellent knowledge of the Computing and ICT curriculum and its assessment	E
• An excellent understanding of classroom management	E
• Evidence of achieving good or better progress for students	E
• Ability to inspire and motivate students	E
• Ability to lead, think strategically and work collaboratively	E
• Ability to make decisions and hold others to account	E
• Excellent interpersonal and organisational skills	E
• Ability to use ICT effectively for teaching and management	E
• Ability to analyse and interpret data effectively and make informed judgements	E
Other Attributes	
• Evidence of ability to work as a team member	E
• Commitment to multi-cultural education, equal opportunities and equal values for all	E
• Evidence of actively developing/improving practice through implementing suggestions/feedback received	E
• Demonstrate suitability to work with children, including: motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitude to the use of authority and maintenance of discipline	E
• Evidence of contributing to the wider life of a school through extra-curricular activities	D
• The ability to converse at ease with parents, pupils and members of the public and provide advice in accurate spoken English	E
• Ability to inspire people and build confidence and trust	E
• Significant evidence of continued professional development and integrity	E

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.



Moseley School and Sixth Form

Moseley School and Sixth Form's purpose is to inspire excellence in character and scholarship.

Our vision for Moseley School and Sixth Form

Moseley School and Sixth Form aims to be an inspirational place to learn, where passionate teachers nurture the curiosity, creativity and imagination of students. Everything we do is inspired by our aim to support the progress of all students. We recognise the potential in everyone and we support and challenge each individual to achieve their best. All the resources of the School are used to enable each student to receive support and achieve ambitious goals. The School is a place in which staff can develop as leading professionals and make valuable contributions to the educational community in Birmingham and beyond. Staff and students receive support and guidance to prepare them for the next step in their careers.

We are a welcoming and compassionate school that enables students to thrive. We endeavour to be an emotionally intelligent school where we acknowledge the fallibility of human beings and recognise the impact our actions and words have on others. Our pastoral system ensures that each student is cared for and their needs are met through effective relationships with all our partners, especially parents and carers. Students welcome opportunities to broaden their social and cultural horizons. The School provides a clear moral framework based on shared values. Students are able to reflect on their own beliefs, appreciate different views and develop understanding of their own identity and their own self-worth. The School values its long history whilst being dynamic and forward-looking; a place where staff and students enjoy memorable experiences.

The staff and students aim to be aware of the effect of our decisions and actions on communities and on our environment. A global perspective that celebrates diversity and respect for individual rights is central to the School and nurtures responsible citizens and independent thinkers. We are a compassionate community where positive relationships are cultivated. We provide opportunities for everyone to develop leadership, organisation, resilience, initiative and communication skills. All of the School's diverse communities share our vision and purpose and, through developing character and scholarship, achieve excellence.

Moseley School and Sixth Form Values:

All members of our School community embrace our core values: **Respect, Endeavour and Compassion.**



Moseley School and Sixth Form

2018 Results

Key Stage 4

53% of students achieved a Pass (Grade 4) or above in English
44% of students achieved a Pass (Grade 4) or above in Mathematics
53% of students achieved a Pass (Grade 4) or above in Science
38% of students achieved A/A* or equivalent grades

Key Stage 5

92% of students achieved 3 passes with an average of a grade C
75% of students achieved a grade A*-B
45% of all A-level grades achieved were a grade A*-B





Moseley School and Sixth Form

What we can offer you

We have a very positive ethos and excellent staff/student relationships; we value our staff both as individuals and as professionals and are committed to their personal and professional development. We pride ourselves on being friendly and welcoming to everyone who visits and works with us.

Following a recent staff survey, 72% of staff identified a key strength of the school was the induction process for new staff. We provide a comprehensive process to ensure that the transition into the school is as smooth as possible. 75% of staff were very positive about the appearance and maintenance of the school, thus creating a positive learning environment for students and a welcoming place to work for all staff.

Staff wellbeing is at the centre of our practice, we are fully inclusive and provide a wide range of programmes to enhance the employee experience and engagement, this includes:

- Employee voice, through surveys and feedback sessions
- A 24-7 confidential employee helpline
- Regular wellbeing resources and information, supporting National Awareness Campaigns
- Free flu vaccinations and wellbeing clinics
- Wellbeing CPD
- A staff Social Committee, organising termly staff events
- Free access to the Schools Health and Fitness Centre
- Free weekly staff activities such as Yoga, Football and badminton
- Hospitality at breaktimes, including free tea and coffee facilities



We are committed to providing a supportive and developmental culture for all staff, through an extensive CPD programme, and identifying training to meet the individual needs of all staff and their varying roles and responsibilities. The school strives to deliver personalised pathways and opportunities in order to enhance the growth and development of all staff members. Over the last two years there has been a deliberate shift to a school-based model, increasing collaboration and the opportunity for reflection.

In order to create and sustain this culture the school has implemented and delivered a range of strategies: lesson collaboration, joint-practice development, Lesson Study, Moseley Teaching Programme, and other initiatives focusing on teaching and learning.

Other benefits to working at Moseley School and Sixth Form include:

- A designated car park space for each staff member
- Pension Scheme
- Appraisal, leading to potential pay progression
- A reward scheme that saves you money on everyday purchases
- Cycle to Work Scheme
- Child care voucher scheme

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Moseley School and Sixth Form

Curriculum

The curriculum seeks to maximise the achievement of all our students. It aims to provide a broad and balanced education, which meets the requirements of the National Curriculum, and is also tailored to the specific needs, interests and aspirations of our students.

The curriculum contributes to the good spiritual, social, moral and cultural development of students. This is achieved through the taught curriculum and through the programme of enrichment activities which help to deliver key aspects of personal, social and health education, as well as citizenship. The curriculum provision is also supported by a strong commitment to impartial careers information, advice and guidance.

Key Stage 3

At Key Stage 3 all students will study the following subjects

English	Religious Education
Maths	Design Technology
Science	Art
PE	Computing
Modern Foreign Language	Drama
History	Music
Geography	PHSE

Key Stage 4

At Key Stage 4 all students follow a core curriculum of English, Maths, Science, Religious Education and PE. They also have the opportunity to study four more subjects to GCSE level. There is a wide range of subjects to choose from which we will discuss with you and your child during our pathways events. Currently 25 subjects are on offer for your child to discover their passions.

Sixth Form

The Sixth Form at Moseley School offers a wide range of academic A level subjects as well as vocational subjects at both Level 2 and Level 3, all providing opportunities for progression on to higher education or apprenticeship programmes. **98% of our students achieved places at their first choice university in 2018.**

Pastoral Care



Moseley School and Sixth Form

Student Welfare

Student welfare is supported through vertical tutoring and the house system, both of which enable students to develop positive relationships with their peers and with students from other year groups in school. Students are placed into one of six houses. Each house is led by a pastoral team consisting of an Assistant Headteacher Head of House and a non-teaching House Pastoral Manager.

There are seven tutor groups in each house and each tutor group is made up of students from Year 7 through to Year 11. Although sixth form students do participate in house activities, they are placed in separate Year 12 and Year 13 tutor groups. A wider team of pastoral staff are on hand to provide more personalised support for students who are struggling with their studies or who are facing challenges outside of school. It is our intention to provide early help and support to our students and their families to ensure that all barriers to learning are removed, enabling our students to achieve their very best.

Celebrating Success

Students Excellence, Character & Scholarship is celebrated as we believe it is important to promote an ethos of success. We celebrate all successes through our Moseley rewards system. Students have the opportunity to earn awards through demonstrating excellent attitudes to learning (Scholarship) and positive conduct (Character).

Our rewards are broken up into short, medium and long term celebrations. Every week students are acknowledged and praised during house assemblies and awarded Moseleys and postcards home. For consistent excellence over each half term we promote students through our success posters around our school site and via termly awards assemblies. As long term rewards each term students aspire to earn places on our Gold, Silver and Bronze rewards trips where they will gain new cultural experiences. We also have two awards evenings during the year for KS3 and KS5 awards where students can become a part of the school's history.

The six houses of Moseley also compete for our four house cups for Attendance, Punctuality, Conduct and Attitude to learning. These are presented to the house student leadership teams each half term by the head teacher and cups are displayed in our main hall.

Student Conduct and Attitudes to Learning

Students are aware of the clear expectations regarding their conduct in and outside of school and we have an established system of rewards and sanctions to support behaviour. With support from parents, we work in partnership to instil the positive values of respect and compassion into our students so that they conduct themselves as excellent ambassadors for the school and the community. Appropriate guidance and support is available for students who require additional help to maintain a high standard of conduct.

Students are provided with regular opportunities to develop positive attitudes to learning in order to secure excellent progress and conduct in lessons. Our focus on Attitudes to Learning is based around helping students to develop the following attributes: passion for learning, focus, initiative, leadership, resilience, reflection and readiness to learn.



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Support for Learning

We believe that every member of Team Moseley has a key role to play in creating an inclusive learning community and promoting pride in scholarship. All students can become successful, independent learners able to integrate effectively into society as responsible citizens, confident throughout their lives in their ability to learn. At Moseley School and Sixth Form student safety and well-being are paramount. We are committed to ensuring that no student is left behind or feels that they are at a disadvantage to their peers and we are able to create individual support plans to meet the needs of every student. All children are treated equally with respect and expectations are high to enable all to achieve or exceed their potential.

SEND/EAL

All teachers are responsible for ensuring that all students, in all their classes, including those with SEND or gaps in their learning are accessing the curriculum and making measurable progress. Our SEND (Special Educational Needs or Disability), Literacy and EAL (English as an Additional Language) teams sit at the heart of our school improvement plan and provide excellent support to students, families and carers to remove barriers to learning. Through close relationships with the pastoral and curriculum teams, we are able to make provision for a wide range of needs. Students are identified for targeted interventions, including EAL, literacy and numeracy 'catch up' sessions. These are delivered by our team of specialist graduate coaches during the school day and after school in enrichment clubs. The EAL team lead, manage and work collaboratively with mainstream teachers and graduate progress coaches to plan and deliver effective English Language support to students with EAL, including those who are International Newly Arrived. Their expertise enables students to accelerate their acquisition of English facilitating their access to a broad and balanced curriculum. Occasionally these students have SEND needs too and we work collaboratively across teams to secure the most appropriate provision.

Assessment and Specialist Provision

We recognise that all students may require support at some stage in their education whether it is social, emotional, behavioural or academic. The views, wishes and experiences of students, parents and staff are integral to the planning and review of the support we allocate to our students. For students with pre-identified SEND or literacy needs, we scrutinise all progress data following every assessment point. For students with high-focus SEND needs we also use a range of assessments, in addition to requesting additional expertise from external agencies. For students who require additional support to improve their literacy skills a team of graduate Literacy Coaches work with individuals and small groups. Focused interventions from the Literacy team enable students to make rapid progress and enjoy success in class and examinations.

For students arriving with English as an Additional Language, a comprehensive programme of support is available to meet the individual needs of students. This ranges from an intensive English induction course, to short term language lessons all of which are designed to allow students full access to the curriculum as quickly as possible.

We also offer a large number of extra-curricular activities and clubs at lunch times and before and after school.

Quality First Teaching and Learning

In addition to support from the SEND, Literacy and EAL teams, teachers at Moseley School and Sixth Form are fully committed to maximising inclusion by designing and using teaching methods and resources that provide challenge for all. The key characteristics of Quality First Teaching and Learning are: highly focused lesson design with sharp objectives and outcomes; high demands of student engagement with their learning; high levels of interaction for all students; appropriate use of teacher questioning, modelling and explaining; an emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups; regular use of praise to motivate and regular professional training opportunities for staff. Our superb, stimulating learning environments are accessible and fully resourced with state of the art ICT equipment.

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Extra-curricular opportunities



Moseley School and Sixth Form

At Moseley School and Sixth Form we believe in excellence in character and scholarship. We provide our students with opportunities to develop their character through many extra-curricular activities.

Moseley School and Sixth Form is a Silver: Rights Aware School. We aim to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. Both staff and students will learn about their rights and put them into practice every day. By learning about their rights our students will understand the importance of respecting the rights of others. There are many opportunities for our Rights Respecting Student Leaders to shape the development of our school.

There are many ways for students to extend their learning as well as exploring other interests. STEM Club, Debate Mate, International Club and Games Clubs are just a small sample of wider opportunities available.

We also have many sports clubs for students to try out new sports, as well as representing the school in competitive fixtures. Students also have the opportunity to watch live sports events. Groups have recently been to Edgbaston to watch England play cricket, the NIA to watch the National Basketball Finals, the British Gymnastics Championship and Edgbaston Tennis Club to watch the AEGON tennis classic, which is the warm up event for Wimbledon.

In 2018 our school production of 'Fantastic Mr Fox' by Roald Dahl, achieved local acclaim and awards were achieved for our 2017 and 2016 productions of 'The Witches' and 'Our Day Out'. There are regular opportunities for students to perform music and drama throughout the year.

Our Moseley Edge Programme is based on the key skills of leadership, organisation, resilience, initiative and communication. At Moseley School and Sixth Form, students will complete three levels of the Edge Award. In Key Stage 3 they will complete the Apprentice Level, at Key Stage 4 they will complete the Graduate Level and in Key Stage 5 they will complete the Master Level.

Students select challenges that they can complete at home, in school time, by attending extra-curricular activities or in the local community. The aim of Moseley Edge is to inspire our youngsters to be confident in demonstrating their leadership, organisation, resilience, initiative and communication in a variety of different situations and therefore having the edge over other students in the local area when applying for universities and further employment.

In Year 7 and 8 the Junior Award Scheme for Schools (JASS) is a progressive learning programme for young people; a key aim has been to meet the challenges of the transition from primary to secondary. JASS develops the whole individual by offering recognition in four key areas – regular physical activity (Get Active, Stay Active), exploring a personal interest (My Interests), working for the good of the community or the environment (Me and My World) and completing an outdoor activity or challenge (Adventure) and is designed so that participants move from Bronze, to Silver and then to Gold with increasing levels of, commitment, learning, and challenge.

The prestigious Duke of Edinburgh's Award is recognised by universities and employers for its emphasis on character building. Students from Year 9 onwards can start training and preparing for a bronze, silver and ultimately a gold award. Planning and organisation are essential but resilience and leadership are also developed through the demands of the programme:

- Volunteering: helping others.
- Physical: improving in an area of sport, dance or fitness activities.
- Skills: developing practical and social skills and personal interests.



Expedition: planning, training for and completion of an adventurous journey in the UK or abroad

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