**THE ICT CURRICULUM**

Welcome to the Modern Technologies and Visual Arts Faculty. We are one of 9 Faculties at Cotham and comprise of three specialisms Computer Science & IT, Design and Technology and Visual Arts.

The Computer Science and IT specialism consists of Computing and IT topics at KS3, Computer Science and iMedia courses at KS4 and Computer Science at A-level.

We have four dedicated computer suites on our main site and two in our Post 16 centre. All timetabled Computing & IT lessons are taught in computer suites.  In addition, there are good ICT facilities across the school, including laptop trolleys and wifi. The network is managed in house and all curriculums receive excellent support from the IT Technicians.

The Computing and IT specialism is an exciting and established specialism. The teaching and delivery of Computer Science is very important to us and we regard it as our flagship course for the specialism. We have been successfully delivering GCSE and A-Level Computer Science for five years and we are continually looking at ways of enhancing and improving this provision.  The delivery of these courses is complemented by an active and busy after school games programming club that runs weekly. The students in this club also take part in cross curricular programming and engineering projects with the Design and Technology specialism. We continue to enrich the subject by taking students to the EGX Gaming convention in Birmingham each year.

All courses are well established with detailed Schemes of Work and lesson plans incorporating a wide range of ICT and Computing skills.  Students receive two one hour discrete ICT lessons per fortnight at KS3 and five lessons a fortnight at KS4. At KS5 students receive nine lessons a fortnight.

**KS3**

At KS3 students complete five discrete topics a year with Digital Literacy lessons running between each topic. There is a focus on practical programming skills, which is combined with Business IT skills and Media editing skills.  All teachers are expected to teach all the topics to all year groups. Lessons are established and are continually being refined to ensure all students can succeed in all areas of the curriculum.

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| **Year 7**  PC Driving License  Online Safety  Scratch Programming  Business Skills  Spreadsheets | **Year 8**  Spreadsheets  Gamemaker Programming  Business Skills  Image Editing  Construct 2 Programming | **Year 9**  Flowchart Programming  Small Basic Programming  Spreadsheets  Business Skills  Creating Video Tutorials |

**KS4**

At KS4 students can opt for AQA GCSE Computer Science or the Cambridge Nationals Creative iMedia Award.

GCSE Computer Science is highly regarded and valued by the school. Lessons are fully developed and delivered to a high standard. Students are taught Visual Basic programming on the course. The results are good, with the vast majority of student achieving at or above their targets.

Cambridge Nationals Creative iMedia Award is 75% coursework and 25% exam. Students complete three practical coursework units: Games Development, Digital Graphics and Interactive Media Products. The exam is taken by students at the end of Year 10.

**KS5**

At KS5 we deliver the AQA A-Level Computer Science course. Students complete an independent programming project in Year 13 and are taught C# object oriented programming on the course. Teaching materials and lessons are fully developed and the course is well resourced. We also offer IT BTEC L3 course.

Curriculum Structure:    Faculty Leader: Terry Watts (Computer Science)

Deputy Faculty Leader: Josephine Brock

Assistant Faculty Leader: Cecilia Bitterlin

Computing & IT Teaching staff:

Sandra White

**QUALITY TEACHING STATEMENT**

The Modern Technology and Visual Arts Faculty believe that good learning and teaching is demonstrated by teachers who:

• are enthusiastic about their subject and convey their enthusiasm to the students;

• produce and use high quality resources;

• are confident in their own subject knowledge and skills;

• encourage students to try out new ideas and record their discoveries;

• build on students' past experiences in the subject;

• challenge students to achieve their very best and perform interventions when needed;

• promote high expectations of students' progress and the quality of their work.

Lesson preparation and organisation is central to students' learning.  Good practice is demonstrated by teachers who:

• share objectives with students so that they are aware of the overall purpose of the unit of work and of each session;

• share assessment and levelling objectives with students;

• ensure each lesson is well planned and proceeds at a brisk pace and engages the students with the task;

• ensure that demonstrations of practical skills are clear;

• use opportunities to extend students' subject knowledge in each lesson;

• observe the students closely as they work, anticipating the needs of individual students;

• set realistic deadlines and monitor students' progress in meeting them;

• provide frequent opportunities for students to reflect and comment on their own work and that of peers, and on the work of professionals;

• use the assessment of students' work, including the analysis of examination data, as a way of identifying the strengths and weaknesses;

      • are clear about expectations of how students should behave

**The Future**

We are a very busy, focussed, but open minded faculty.  Our success relies on good teamwork and good humour. If you feel that you can contribute to our future, enhance the Computing and IT provision and enthuse the students to continue with post 16 courses, we hope you will apply for this post.

**COTHAM SCHOOL**

**PROFESSIONAL JOB DESCRIPTION**

**POST**: Teacher of Computing and IT and Tutor/Link Tutor

**SALARY:**      MPS

**LINE MANAGEMENT ACCOUNTABILITY:**

Under the line-management supervision of the Faculty Leader for the Modern Technologies and Visual Arts Faculty. The post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school’s self-evaluation policy.

Under the line-management supervision of the Learning Co-ordinator to act as a Form Tutor or Link Tutor taking responsibility for the achievement, progression and well-being of their tutees.  To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Learning Co-ordinator to ensure the implementation of the school’s Achievement, Pastoral Care and Guidance policies.

**1)  PURPOSE OF THE POST:**

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching methodology, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensuring this through the implementation of Whole School Policies.

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the “School Teachers’ Pay & Conditions Document”.

**2)  ACCOUNTABILITIES:**

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and that the school’s policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively in the Performance Management Review process working as a member of the designated team and contributing positively to effective working relations within the school.

To actively implement and promote the school’s inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

**KEY ASPECTS:**

**The post holder is required to:**

To contribute to the maintenance of pupil discipline, good order, welfare, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.

**IN ADDITION THE POST HOLDER:**

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Head.

**REVIEW:**

This job description does not define in detail all duties or responsibilities of the post.  It will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

**PERSON SPECIFICATION**

**TEACHER OF ICT & COMPUTING AND MATHEMATICS AND/OR SCIENCE**

The following criteria will be used when short-listing and interviewing candidates

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|  | **Essential** | **Desirable**  **(but not essential)** | **Evidence** |
| **Qualifications** | Degree and Qualified Teacher Status (QTS)  Evidence of recent professional learning in relation to this role | Interest in gaining further relevant qualifications | Application form, letter and certificates |
| **Knowledge**  **and Skills** | The ability to teach Computing & IT topics at KS3  The ability to teach GCSE Computer Science at KS4  The ability to teach A-Level Computer Science at KS5  A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation  Good understanding about implementing effective strategies for managing pupil behaviour in an ‘Inclusive’ environment  Excellent verbal and written communication skills  Excellent IT skills including the ability to use a range of standard Microsoft packages  Excellent interpersonal skills including listening, negotiation, persuasion and direction  Good team working skills  Ability to implement change and keep up with curriculum developments  To be able to program at A-level Computer Science standard in C# or a similar text based language. | An ability to program with a range of KS3 programming packages such as Kodu, Scratch, Game Maker Studio, Construct 2 and Small Basic.  An ability to teach the following packages: Photoshop, Spreadsheets,  Dreamweaver, FlowOl, Google Docs, Microsoft Office package and screen recording software. | Application  form, letter, interview and demonstrated in observed teaching  Application form, letter and interview |
| **Personal**  **Attributes** | Ability to inspire trust and empower others  Confidence, energy and enthusiasm for teaching one’s subject  Stamina and determination.  Drive and ambition. Organised.  Evidence of a range of interests and a willingness to become involved in the wider aspects of the school community  Ability to meet deadlines and work under pressure  A record of outstanding teaching leading to exceptional student achievement.  A ‘can-do’ attitude that is complemented by a positive approach to challenges |  | Application  form, letter, interview and observed teaching session |

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| **COTHAM SCHOOL**  **ROLE OF TUTOR** |

**PARTICULAR RESPONSIBILITIES:**

To see the role of the Tutor as supporting the central task of learning by enabling each student to receive the best possible education through:

* effective care, discipline and rewards
* regular academic oversight
* counselling, guidance and support
* opportunities for responsibility

To be familiar with and implement school policies and procedures on care and guidance issues:  eg, bullying, child protection.

To deliver the agreed tutorial programme, and promote a positive and caring ethos within the Tutor group.

**KEY TASKS:**

* Monitoring patterns of attendance and lateness.
* Maintenance of students’ academic and progress records (personal files) and advising the central office of amendments to student database.
* Monitoring of student progress including personal tutoring.
* Monitoring of Homework provision and completion through the student planner.
* Maintaining effective and regular communication with parents through Family Consultation Days, email, telephone calls and agreed reporting procedures.
* Liaison with the Learning Co-ordinator, Special Educational Needs and Curriculum Team Leaders to provide the necessary referral and action programmes for students in need of specific help.