



Head of Digital Learning and Innovation Recruitment Information

Employment Status	Full Time
Required From	September 2019
Job Location	Senior School
Application Closing Date	1200 Friday, 22 February 2019
Interviews Week Commencing	Monday, 25 February 2019



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, provides an exciting opportunity for further development on both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged



THE ROLE

This post is a new Middle Leadership position at the College and in addition to the co-ordination and growth of Computing as a taught subject, it will involve leading on whole school digital innovation and the effective implementation of strategy as set by the Computing and ICT Steering Group, chaired by the Bursar.

The post-holder will directly line-manage at least one of the technical support team, and the member of teaching staff responsible for Digital Innovation in the Junior School will be responsible to them for the fulfilment of that role. As such, the successful candidate will need the leadership skills necessary to model, develop, and inspire excellence in the classroom, and to show a clear track record or potential for the leadership and line management of others. They will also be able to demonstrate an appetite for implementing whole school change, for initiating research, training and developing colleagues, gaining staff buy-in and trying and evaluating new approaches to digital learning. The successful candidate will be expected to contribute to the development of the subject, its teaching and resources, and its enrichment more broadly, both inside and beyond the classroom.

Outstanding classroom practice is essential. Digital Learning consists of mandatory Computing teaching across KS3 and Computer Science IGCSE introduced in 2018. There is scope to consider the introduction of Computing Science at A Level from September 2020. Strong and dynamic enrichment beyond the classroom is also expected. Central to this will be delivery of an ambitious coding and programming co-curriculum, including participation in national and international coding, programming and robotics competitions, that supports learners from early years in the Junior School through to university and career preparation. The post holder will develop co-curricular and curricular links across varied subject areas to ensure an exciting and innovative STEAM programme of learning. They will also develop links with professional organisations, individuals in industry and university departments to source speakers for Lectures, Academic Societies, and representation at College careers events.

The post holder will have ultimate oversight for delivering into the classrooms what is agreed in the strategic plan as set in the Computing and ICT Steering Group. Working with and training staff in the implementation of new techniques, ideas and technologies will be an essential part of this role and therefore the ability to work effectively with people and inspire them to want to give things a go in the classroom is an essential characteristic.

A natural enthusiasm to be an early adopter of technology, to try new ideas and to be enthusiastic about giving things a go, is essential, as is a measured and forensic approach to analysing their success. In order to properly evaluate the impact of digital initiatives, it is expected that the successful applicant will want to establish a working groups / action research teams tasked with trialling and measuring the impact of these initiatives on the learning of our young people. They will feed back to SSLT on the outcomes of these trials and make recommendations as to next steps and the enacting of change.

As a leader and line-manager of people it is expected that the successful candidate will be able to guide and build confidence within the team they lead, including the teacher responsible for digital innovation in the Junior School, and to fulfil the competencies of middle leadership outlined below.

This is an excellent opportunity for an outstanding teacher and aspiring educational leader.

JOB DESCRIPTION

Responsible to: A member of the Senior Leadership Team

The Subject Coordinator Role

General Responsibilities

To articulate a clear vision of the subject and to:

- Inspire a love of the subject in students and encourage them to think beyond what is taught in the classroom; to become curious, motivated and independent learners.
- Assist and challenge students to understand and fulfil their ambitions in the subject.

In order to obtain this a subject coordinator should constantly:

- Strive to develop and better understand the subject and its on-going development.
- Evaluate and implement the most effective teaching strategies in order to maximise subject learning.
- Monitor student progress through effective tracking systems and targeting strategies for improvement and enrichment.
- Market the subject effectively within and beyond the school.
- Enrich subject provision within the school.

Planning

- Choose an appropriate examination board and syllabus, staying on top of updates and requirements associated with it, and reviewing its relevance accordingly.
- Generate an annual subject Development Plan, with targets and priorities, and that is mindful of budgetary requirements.
- Update and maintain all documentation pertaining to the effective teaching of the subject, and in preparation for inspection, including SoLAs, the Subject Handbook, and resources available on Firefly.

Progress

- Coordinate, mark, and give feedback from half termly Common Assessments across all year groups, including Benchmark and Trial Exams where appropriate.
- Intervene to promote student learning and progress (including the use of 1-2-1 support, clinics, or Action Plans where appropriate).
- Inform such intervention by the regular scrutiny of academic data including Common Assessments, Learning Scores, STARS analysis, and reports.
- Be pro-active in the pursuit of students whose work or behaviour is giving cause for concern, and communicate with parents and colleagues in line with relevant school policy to this end.

Enrichment

- Ensure co-curricular opportunities are available for the subject, including trips, visits, a society or club, as appropriate.
- Ensure enrichment and extension opportunities are available to students across all year groups via extension tasks in lessons/homework (as appropriate).

Subject Development

- Keep abreast of recent developments in external examinations and relevant syllabuses, including the National Curriculum and GCSE or A-Level syllabuses.
- Be attuned to new developments in the subject, and in particular as to how they might affect the way it is best taught in the College.

Meetings

- Meet regularly with their Line Manager to discuss progress within the subject and fulfilment of the role.
- Attend Heads of Department meetings as required and requested in your capacity as a Subject Co-Ordinator.
- Generate an annual Public Examination Results Review and meet annually with the Headmaster and Deputy Head Academic to discuss it, alongside strategies planned to develop the subject and enhance results going forwards.

Marketing

- Prepare for and represent the Subject at Open Day events and, as a marketable asset of the school, ensure displays are current, innovative, and tidy.
- Market the subject at other College events as appropriate and as requested by Senior Leaders.

- Establishment of working groups / action research teams who, as champions of technology, are tasked with trialling and measuring the impact of these initiatives on the learning of our young people.
- Feeding back to SSLT on the outcomes of these trials and to make recommendations to them and the ICT strategy groups as to next steps and possible adoption of change.
- To be responsible for guiding the work of the teacher responsible for digital innovation in the Junior School, considering where joined up approaches might be appropriate across the College learning community and supporting in Junior School specific initiatives.
- To guide and build confidence within the team they lead and to fulfil the competencies of middle leadership outlined below.

The Head of Digital Innovation Role

As Head of Digital Innovation the post-holder will have ultimate oversight for delivering into the classrooms of the College what is agreed in the strategic plan as set in the ICT and Computing Steering Group.

- Working with and training staff in the implementation of new techniques, ideas and technologies
- The ability to work effectively with people and inspire them to want to give things a go in the classroom.
- A natural enthusiasm to be an early adopter of technology, to try new ideas and to be enthusiastic about giving things a go.
- A measured and forensic approach to analysing their success.

COMPETENCIES OF A MIDDLE LEADER AT ST DUNSTAN'S COLLEGE

Middle Leaders at St Dunstan's College are:

- positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development
- able to identify, model and promote the PETALs and PEPCs within the College
- able to improve student attainment by working effectively with teachers and educational data
- able to formulate a clear vision for their area of College life through effective development planning
- able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas
- effective and fair delegators
- able to manage and defuse difficult situations.
- able to think strategically by recognising strengths and weaknesses in the school structures and processes
- able to manage those above and below them effectively to turn ideas into actions.
- able to maintain perspective and to make sound and balanced judgements
- able to explain and present decisions and ideas clearly and articulately
- able to address issues of underperformance honestly, robustly and sensitively

COMPETENCIES OF A TEACHER AT ST DUNSTAN'S COLLEGE

All teachers at St Dunstan's College are expected to:

- fulfil the Principles of Excellent Teaching and Learning (PETALs) set out by the College*
- fulfil the Principles of Excellent Pastoral Care (PEPCs) set out by the College**
- enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom.
- further their understanding of subject and pursuit of knowledge
- engage in academic discourse with pupils and staff
- balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation
- express themselves clearly and articulately to pupils and staff
- welcoming and engaging with the many ideas, views and thoughts associated with a progressive organisation
- embrace technological change and innovation
- support the progress of all pupils, no matter what their needs, and through the effective use of educational data, as appropriate.
- be self-reflective enough to recognise their own strengths and weaknesses as a teacher and be proactively involved in their own professional development

*Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. **Planning.** Lessons are organised, well resourced, and located within a coherent scheme of learning.
2. **Engagement.** Students are actively focused on their learning.
3. **Teaching.** Teachers show strong subject knowledge and successfully challenge students to think for themselves.
4. **Assessment.** Teachers check and respond to student understanding and progress within and across lessons.
5. **Learning.** Lessons have clear learning outcomes based on high expectations.

**Principles of Excellent Pastoral Care (PEPCs)

Staff at St Dunstan's College provide excellent pastoral care by being:

1. **Fair.** Students are treated in a consistent, reasonable and fair manner.
2. **Proactive.** Staff are aware of their students' circumstances, and are able to intervene early to prevent issues from arising or worsening.
3. **Involved.** Staff have positive and open relationships with their students. Students feel that the staff know and understand them, and are comfortable speaking with staff, even about sensitive issues.
4. **Responsive.** Staff react quickly to pastoral concerns, informing Tutors, Heads of Year and/or the DSL as appropriate, and providing the immediate attention that a student may need to feel reassured.
5. **Consistent.** Staff are consistent in their expectations of high standards of behaviour and academic conduct from the students. Staff hold students accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.

Professional Attributes

The following professional attributes are expected from all staff:

Courtesy, consistency, discretion, energy and stamina, resilience, enthusiasm, flexibility, initiative, sound judgement, patience, integrity and honesty, self-awareness.





PERSON SPECIFICATIONS

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
A good degree in Computing, ICT, or a closely related discipline.	X	
Further education in Computing, ICT, a related discipline, or in Education.		X
Experience of teaching through KS3-5.	X	
Experience of teaching Computing or ICT up to and including A Level.		X
A teaching qualification.		X
A track record of improving student achievement.	X	
Experience or understanding of how to motivate and coach other teachers to improve their practice and try new ideas.	X	
A passion for Digital Learning and Innovation in education and a high level of subject knowledge.	X	
Relevant examiner experience.		X
Experience of or potential to line manage others by supporting and scrutinising their performance.	X	

THE PACKAGE

Salary:	Competitive
Pension:	Teachers' Pension Scheme (TPA)
Benefits:	<p>Tuition fee remission* (25%)</p> <p>Private Health Care Insurance (50% paid by employer) Free lunch and beverages during term time</p> <p>Free off road parking</p> <p>Reduced health club membership</p> <p>Salary Sacrifice Schemes</p> <p>Season Ticket Loan</p> <p>Free winter and summer social events</p> <p>Annual flu immunisation</p> <p>Use of College leisure facilities including gym, tennis courts and pool*</p>

* Conditions apply

