

# Job Description:

## Digital and Computing Lead

<b>JOB DESCRIPTION:</b>	Digital and Computing Lead
<b>RESPONSIBLE TO:</b>	Headteacher, Senior Leader
<b>JOB PURPOSE:</b>	<p>The Digital and Computing Lead will play a pivotal role in driving the strategic development and implementation of the computing and digital curriculum. The lead will manage the Computing department, providing leadership and support to staff, and promoting high standards in teaching and learning.</p> <p>The postholder will work closely with school leaders to ensure the delivery of high-quality digital and computing education to all pupils, aligning with the school's vision and values of providing a caring and thoughtful quality of education.</p> <p>You will teach in accordance with the ethos, organisation and policies of the QUEST as a fully committed member of the Trust teaching team and as detailed in the specific duties below.</p> <p>As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.</p>
<b>LIAISING WITH:</b>	Chief Executive Officer, Director of Education and Principals, Senior Leadership Teams, teachers, support staff, parents/carers, LA representatives, external agencies and members of the community
<b>SALARY SCALE:</b>	From Mainscale to UPR + TLR 2a
<b>DBS DISCLOSURE LEVEL</b>	Enhanced

### Professional Responsibilities

#### School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

## Key Responsibilities

### Strategic Direction and Development

- Work with colleagues to develop and implement policies and practices for the subject which reflect the Trust's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
- Working closely with Senior Leaders and the subject team to establish a clear, shared understanding across the Department of the importance of high-quality teaching that engages students and enables them to aspire to and achieve stretching goals
- Work with the subject team to develop and embed a curriculum that challenges all and prepares learners for their next steps.
- Analyse data, ensuring effective progressive plans are in place for individual and group of students
- Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.
- Lead the vision, aims, and purpose for the computing and digital curriculum across the Trust, ensuring it is well-planned, sequenced, and relevant to the needs of all pupils
- Maintain and regularly review the computing and digital curriculum, making amendments as required to keep it up-to-date and aligned with national and international developments.
- Liaise with school leaders and other teachers to develop and implement the computing and digital curriculum effectively and consistently across the Trust.
- Contribute to the school's self-evaluation on the effectiveness of the computing and digital curriculum, its intent, implementation, and impact.
- Manage the Computing department, providing leadership and support to staff, and promoting high standards in teaching and learning.
- Monitor student progress, implement strategies for improvement, and support all students to succeed in Computing.
- Manage the department's budget and resources, ensuring effective use of technology and equipment.
- Foster a positive and inclusive department culture, encouraging extra-curricular activities such as coding clubs.
- Stay up to date with developments in Computing and educational technology, integrating new innovations into the curriculum.

### Teaching and Learning

- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- Ensure teaching and learning is of a consistently high standard and that best practice is shared across the department
- Develop and implement appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Ensure effective development of students' literacy, numeracy and information technology skills using our up-to-date facilities
- Use clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets

- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Provide students with clear direction, expectations, guidance and support, constructive feedback and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs;
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- Enable students to become independent learners who challenge themselves to enhance their skills beyond the curriculum and the classroom
- Establish a partnership with parents and carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.
- Provide support and guidance to teachers in the delivery of high-quality computing and digital lessons, ensuring the curriculum is implemented effectively.
- Establish and manage an appropriate system for assessing progress in computing and digital subjects to ensure a positive impact on pupils' learning.
- Take responsibility for pupils' achievement and standards in computing and digital subjects across the Trust.
- Keep up-to-date with national and international developments that may affect the computing and digital curriculum.

### **Whole-school and Trust Organisation, Strategy, and Development**

- Contribute to the development, implementation, and evaluation of the Trust and School policies, practises, and procedures to support the school's vision and values.
- Make a positive contribution to the wider life and ethos of the Trust's schools.
- Work with others on curriculum and pupil development to secure coordinated outcomes.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

### **Communication and Collaboration**

- Communicate effectively with pupils, parents, and carers on matters related to computing and digital education.
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust to develop effective professional relationships.

### **Form Tutor Responsibilities**

- Complete the register accurately
- Monitor attendance and punctuality, including follow-up
- Monitor standards of dress and personal appearance and address any issues as they arise
- Escort groups to assembly and (normally) attend assembly
- Responsible for the co-ordination reports and other records

- Respond to disciplinary problems as required, referring serious misconduct to the Head of Key Stage as appropriate
- Share information from the Head of Key Stage to the tutor group in a prompt manner
- Encourage inter-form competitions and the participation of the tutor group in other school activities
- Be available to meet parents as appropriate
- Curriculum issues
  - activities supporting learning in tutor periods
  - knowledge of the tutorial programme
  - knowledge of the SEN students and their targets
  - target group members in your tutor group
- Be an effective coach and mentor to the students, enabling them to develop their life skills and succeed in all that they do within the school.

**Professional conduct**

To sign and uphold the Trust’s Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk-free environment for students, staff and visitors.

*The above has detailed the core aspects of teachers’ professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.*

*The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require.*

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name \_\_\_\_\_

Signed \_\_\_\_\_ Date: \_\_\_\_\_

# Person Specification:

## Digital and Computing Lead



### Essential

#### Qualifications

- Honours degree - Degree in Computing, Computer Science, or a related field
- Qualified teacher status
- Willingness to continue to learn and develop
- Commitment to digital delivery of learning

#### Knowledge and Understanding

- Excellent subject knowledge and understanding of the curriculum, particularly at Key Stage 3, Key Stage 4, and Sixth Form levels
- Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards.
- Processes and systems for quality assurance
- An understanding of the principles associated with managing and leading others
- Project planning and change management
- Knowledge of current and potential future developments in relation to the national and local education scene
- Effective communication and interpersonal skills to build positive relationships with pupils, parents, and colleagues
- Ability to work collaboratively as part of a team, contributing to the development of the school and Trust
- Strong organisational and time management skills to manage competing priorities effectively

#### Skills

- Excellent subject knowledge and understanding of the computing and digital curriculum
- Strong pedagogical skills and the ability to deliver engaging and effective lessons
- Proven experience in leading and managing teams or projects
- Ability to analyse data and use it to inform curriculum development and improvement
- Excellent communication and interpersonal skills, with the ability to work collaboratively
- Commitment to continuous professional development and a passion for innovation in computing and digital education
- Understanding of the OFSTED inspection framework and its implications for the computing and digital curriculum
- Confident and competent in the use of IT
- High level of communication skill, both written and oral, enabling the postholder to actively listen to and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared

- Horizon scanning to enable a strategic view to be taken of potential future changes
- Ability to work independently within a team, focusing on achievement at an individual and a departmental level
- Emotional Intelligence to ensure staff and students perform at their best and thrive.

### **Experience**

- Proven track record as a subject, successful teacher
- Outstanding teaching and learning practitioner
- Experience of coaching and mentoring
- Experience of change management

### **Competencies and Personal Qualities**

- Leading and supervising (e.g. provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
- Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so
- Copes with pressure and setbacks (e.g. works productively in a pressurised environment; keeps emotions under control during difficult situations; maintains a positive outlook at work; is mindful of the levels of resilience within the team and manages and works to enhance those levels)
- Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
- Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self)
- Emotional intelligence
- Flexible and adaptable
- Mindful of achieving a balance for excellence for all
- Able to rigorously implement an idea to a sustainable conclusion

### **Performance Management and Professional Development**

- Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations.
- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

- To show your passion for life-long learning as the lead learner in your team
- Be an advocate for excellence and embrace positive change
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.
- Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance.
- Use the Trust's digital approach to capture and share your expertise and that of your team, for the benefit of your subject across all the Trust's schools.
- To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff.
- Be the embodiment of our values in action and stay true to our core moral purpose, to unlock the potential of all.

Legally entitled to work in the UK

#### **Desirable Skills/Qualifications**

- Leadership qualification(s)
- Management Qualifications
- Membership of appropriate professional bodies