

Role Profile: IT & Programming Teacher (& Online Safety Lead)

Purpose

To contribute to the raising standards of student achievement at Undershaw through the teaching of IT and Programming from KS2 – KS4 including the delivery of qualifications.

To take the lead on the creative development of IT and Programming across the school including re-defining IT's purpose and scope across subject areas and qualification pathways, including a pathway for Programming.

To support colleagues in developing the use of technology, and advising SLT on the development of resourcing and opportunities for sponsorship, partnerships and devising and delivering on an IT strategy.

To research and report on the optimisation and potential for the use of IT and online learning for those with SEND, including participating in research projects at school, local or national level.

To lead the development of the online safety education and initiatives across the whole school, including working with the Network Manager, Director of Business & Operations, Director of Education and Director of Safeguarding, Welfare & Pastoral Care to lead on a programme of events, initiatives and workshops for all stakeholders and ensuring that the highest standards of e-safety are embedded and upheld across the school community.

To take ownership of maintaining, developing and the cycle of ICT policies in conjunction with SLT and the IT Network Manager and service providers.

Delivering relevant CPD and cross-curricular planning and workshops with colleagues and quality assuring cross-curricular delivery and projects including the school's online/blended learning offer.

To take on the role of a Form Tutor.

Key Accountabilities

- Model and deliver outstanding practice in a subject area(s) using a variety of delivery methods which excite, enthuse and challenge students as appropriate to ensure the aims and objectives of the curriculum are met;
- To participate in all aspects of monitoring student progress and attainment, including the provision of written records in line with policies and procedures;
- To work with appropriate personnel to identify and implement achievable solutions where students are not perceived to be achieving their full potential;
- To add to the development of the curriculum in IT and Programming including the creation of resources, schemes of work and teaching strategies
- To support the provision of pastoral care across the school, with particular emphasis on any designated specific groups of students
- To use assessment information, both externally and internally produced, to assess student performance and to develop appropriate courses of action; amending teaching as a result
- To maintain a level of personal development to ensure that subject knowledge and teaching methods continue to be enhanced.
- To work as a member of a team, positively contributing to effective working relations and deployment of staff within the school

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required
- To lead on safeguarding as it relates to e-safety and the use of IT.

Person Specification

| | Essential | Desirable |
|-----------------------|--|---|
| Qualifications | Degree and IT/Programming Qualifications | QTS Evidence of further study in subject or pedagogy. |
| Skills | <p>Evidence of excellent safeguarding practice including the ability to lead and monitor online and e-safety across the school and curriculum.</p> <p>Evidence of ability to teach outstanding lessons in the subject areas.</p> <p>Evidence of ability to form productive and professional relationships with a range of children, colleagues and IT professionals & build strong working relationships with parents.</p> <p>Evidence of excellent professional standards and communication skills internally and externally.</p> | <p>Evidence of well-developed understanding of SEND/successful experience of teaching pupils with SEND.</p> <p>Evidence of ability to research and develop areas of specialism within education to share as the school becomes a Centre of Excellence and Influence.</p> <p>Evidence of ability to work flexibly and collaboratively with colleagues including across subject areas.</p> <p>Evidence of ability to contribute to the development and delivery of a programme of subject related events.</p> |
| Experience | <p>Evidence of well-developed understanding of secondary pedagogy and area of subject specialism with KS3 and KS4 IT teaching experience.</p> <p>Evidence of playing a key role in the development and implementation of a new curriculum and of cross-curricular planning and collaboration.</p> <p>Evidence of ability to enable pupils to gain excellent outcomes in the specialist subject areas including examination results at GCSE.</p> <p>Evidence of being a Form Tutor.</p> | <p>Evidence of the ability to define, resource and develop the delivery of the subject specialist areas.</p> <p>Evidence of experience of implementing innovative and impactful initiatives in an educational setting, monitoring their impact and making adjustments as needed.</p> <p>Evidence of embedding and promoting best and reflective practice in teaching and learning.</p> |
| Other | Evidence of excellent technical, digital and administrative skills to resource, support and enhance the delivery of the IT & Programming curriculum and development of the specialist subject area and related policies and practices across the school ensuring compliance. | Evidence of skills which will contribute to the wider life of the school and of the ability to oversee the provision of high-quality educational workshops, trips and visits etc. to enhance the delivery of the subject area. |

Key Stakeholders:

Internal - Pupils / All other school staff

External – Parents and carers / Education establishments / Suppliers

Signed: **Name (print):**

Date: