

## Job Description

### Teachers and Support Staff

<b>Role:</b>	<b>Head of Computer Science / ICT</b>
<b>School:</b>	Beckfoot Thornton
<b>Salary/Grade:</b>	MPR / UPS + TLR2B
<b>Reporting to:</b>	Headteacher

### Core Purpose of the Post:

Beckfoot Thornton inspires its students to achieve the best that they can. We are ambitious, caring, proud and passionate in all that we do.

### Beckfoot Thornton - Strategic Priorities to become outstanding

Our aim is to establish a school that create 'remarkable learning environments' and outcomes for learners that place them within the top 20% of similar schools through:

- Our day to day teaching is good or better. It engages and challenges students to equip them for their next stage in learning.
- The feedback we give to students is accurate and informs their next steps.
- Our schemes of work teach, test and improve the skills and knowledge our students need.
- All our students, regardless of circumstances, will achieve and aspire.
- We have a clear Positive Learning Strategy that is consistently used to reward students and support the achievement of all.
- We provide a high quality appraisal system that effectively informs CPD for all staff, including leadership development.
- We provide strong and purposeful tutoring, assemblies, enrichment and student leadership programmes that improve student aspiration, ambition and confidence.
- We work with our students to build resilience and perseverance.

### Leadership Expectations

- To adopt an outstanding leadership approach in accordance with the Trust Leadership's Standards through self-reflection and peer support.
- To develop and support Computer Science / ICT teachers to raise pupil attainment through outstanding leadership.
- To display a professional and expert knowledge of Computer Science / ICT with the ability to identify the key implications for subject development with timely interventions and improvement plans.
- To track pupil progress across the key stages identifying and supporting students in ensuring good, or better, progress is made.
- To support and offer advice to Computer Science / ICT staff providing expert subject knowledge and developing a positive climate for peer support and learning.
- To work with the teaching Lead Practitioners to develop teaching that inspires our students and secures appropriate outcomes.
- To hold team meetings and produce termly action plans and guidance documents – with involvement from key stage teachers and share best practice across other departments / key stages.
- To be responsible for Computer Science / ICT as a subject; with specific responsibility for curriculum development, pupil attainment and line management of the Computer Science / ICT Department.

### Outcome Measures

- Outstanding Leadership Self-reflection assessment against Trust Leadership Standards.
- Annual Computer Science / ICT results meet or exceed targets.
- Improving challenge and modelling in teaching across the department

## Main Duties and responsibilities:

### 1. Strategic Development of Department

- Establish a clear and accurate picture of provision recorded in the SEF.
- Develop and implement a Department Improvement Plan and everyday practices for the Department to raise attainment and climate for learning.
- Monitor the progress made in implementing development plans and achieving targets, using this to inform future planning and development and undertake reviews of the Department's work and progress.

### 2. Progression and Student Attainment

- Raise standards in subject in line with the school's targets.
- Ensure accuracy and consistency of tracking data across all key stages and the measuring of progress of individuals providing regular updates and informed intervention strategies.
- Prepare and analyse performance data and identify key students for intervention.
- Ensure that reliable assessment is central to the learning process and information from this leads to intervention for improvement with timely and clear action plans for improvement.
- Quality assure all students work, teacher marking and assessment including peer reflection to provide intervention strategies where needed.

### 3. Curriculum

- In conjunction with SLT links for curriculum, develop a curriculum that delivers high levels of engagement and progress.
- Ensure schemes of work match curricular and exam board specifications as appropriate to all key stages; whilst being engaging and motivating for students.
- Provide course materials for teacher absence to ensure consistency of delivery for supply / cover staff.
- Enable equality of opportunity for all across the key stages ensuring the subject is presented in a way that meets the needs of all abilities, including those with additional needs and cultural differences.
- Develop and, where appropriate, organise curricular and educational enhancement activities including identifying and running intervention classes e.g. period 6.

### 4. Teaching and Learning

- Set and promote an ethos of high expectations and rigour throughout all teaching and learning in the Department.
- Lead improvements in teaching across all the key stages through monitoring/evaluation, promoting improvement strategies and planning and leading training
- Facilitate an ethos which encourages Department staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
- Ensure challenge and modelling is successfully embedded across the Department.

### 5. Outstanding Teacher

- Be an outstanding teacher of subject; undertake the full range of duties and responsibilities as required by the Headteacher as set out in The School Teachers Pay and Conditions of Service.

## Supervision and range of decision making:

To effectively line manage colleagues, embed ambition, drive improvement, quality assure their work and share accountability for their effectiveness.

## Communications and working with others:

- Ensuring that the quality of teaching is consistently good or better every day of key stage / year group.
- Assessing teacher performance on a day to day basis and against student outcomes.
- Managing teacher performance on a day to day basis and through appraisal procedures, facilitating, monitoring and assessing effective performance.
- The promotion and embedding of whole school initiatives within the faculty.

<b>Resources:</b>	
To report to parents as per the school calendar and attend Parents Evenings and follow up daily behavior absolutes as per the school strategy.	
<b>Professional development:</b>	
<ul style="list-style-type: none"> <li>To maintain an up to date knowledge of curriculum and national developments.</li> <li>To be committed to own personal CPD.</li> <li>An opportunity to be involved in school wide and Trust wide Professional Development and an expectation that this is normal practice.</li> </ul>	
<b>Other Considerations:</b>	
<ul style="list-style-type: none"> <li>Ensure confidentiality of the school's activities is maintained in order to protect the integrity of the school and its people.</li> <li>Always adhere to the school's Equality and Diversity, Safeguarding and Health and Safety Policies.</li> </ul>	
<b>Safeguarding:</b> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
<b>Advanced Threshold Fluency Duty Required:</b> In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can: <ul style="list-style-type: none"> <li>Express themselves fluently and spontaneously at length effortlessly.</li> <li>Explain difficult concepts simply without hindering the natural smooth flow of language.</li> <li>Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.</li> </ul>	
<b>Notes:</b> This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
<b>Date:</b>	Click or tap here to enter text.