Ryburn Valley **High School**

Teacher of ICT & Computer Science

Closing date:Wednesday 21st June 2017 at 12.00 noon

Interviews will take place: W/c 26th June 2017

Start date:6th November 2017 or earlier

Dear Applicant

Ryburn Valley High School is a large, thriving and successful mixed comprehensive school and Sixth Form College with over 1450 students on role (240 in the Sixth Form). We are situated in a picturesque setting with extensive views over the Ryburn Valley in Calderdale, near to the towns of Sowerby Bridge and Halifax and close to the M62. This coupled with the passion and dynamism of the students and staff ensures our hugely oversubscribed school is a truly special place to work and study.

We have a strong focus on academic achievement and a sustained record of outstanding examination results over recent years. Students' achievement is significantly above national average as is attendance. Indeed, we are consistently one of the top performing comprehensive schools in Calderdale with a positive progress score at both KS4 and KS5.

We pride ourselves on being a modern school, fully equipped for the 21st Century, built on traditional values that permeate every aspect of what we do. We moved to our new building in 2005 which means we are blessed with wide corridors and large classrooms which are all equipped with electronic whiteboards. Our well maintained, state of the art facilities also include:-

- A brand new £1 million pound extension which contains a science 'super' lab
- TV, music recording and radio studios
- Lecture theatre/cinema
- Separate 6th Form Centre with current plans for a £500,000 study area extension
- Construction Centre
- Floodlight Astroturf pitch, Sports Hall and extensive sports fields.

Our core purpose is "***to inspire students with a love of learning; a zest for life and a genuine confidence to excel in a colourful world***".

In order to accomplish this we are all focused constantly on one key objective - developing our teaching skills. Therefore we have a group of talented and enthusiastic team teach leaders who drive our extensive programme of Continuous Professional Development (CPD) geared to the delivery of outstanding learning. Additional support for new colleagues includes:-

- Regular teaching and learning development sessions
- Structured induction programme for all staff with additional sessions for Newly Qualified Teachers (NQTs)
- Exceptionally strong support from our pastoral team who create a positive atmosphere where polite students are eager to learn.

We have the highest expectations for all staff to ensure there are no limits to what students can achieve. The school's motto is '***Excellere Contende***' – ***Strive to Excel.*** This is precisely the spirit in which Ryburn Valley students and staff work on a daily basis. So if you are prepared to take on that challenge and you would like to be part of the friendly, good humoured and vibrant atmosphere at Ryburn then please apply for this post.

D Lord
Headteacher
To find out more about this exceptional opportunity please contact Jo Lumb for an application pack at j.lumb@rvhschool.co.uk or visit the vacancies page on our website at www.rvhs.co.uk/.

ICT & Computer Science Department

Members of the Department:

There are three well-qualified and experienced members of staff within the department. Two members of staff have teaching responsibilities outside of the department. One member of staff is the lead contact for our Lead School in computing status.

Facilities:

We have four main ICT rooms that are equipped with 30+ PCs and relevant software for the courses. Three rooms have an interactive whiteboard.

Overview of the courses offered:

Key Stage 3:

Year 7 – 8   Covering the Key Stage 3 Curriculum for Computing

Key Stage 4:

Year 9 – 11   Vocational ICT Qualification (Y9 – TBC)
GCSE ICT – AQA (Year 11 only)
GCSE Computing – OCR
ECDL (Year 11 only)
All students in Year 9 do one hour per fortnight of Basic ICT Skills

Key Stage 5:

Years 12 – 13   BTEC L3 in ICT
GCE Computing – OCR

Academic support is available for students both on an informal basis through lunchtime and after school sessions and more formally during timetable lessons and coursework counselling.

Organisation of teaching groups

The school operates a 50 period cycle over two weeks. Each period is one hour long and all year 7-8 pupils will have one hour of Computing per week. Year 9 and 10 GCSE pupils have 4 hours of lessons (5 in Year 11) over the fortnight. AS/A2 students have 4/5 hours per week and a similar amount of homework.

Results at both GCSE and A-level are very good, although we are always looking at strategies to improve our performance.

Job Title	Teacher of ICT & Computer Science
Line Manager	• Head of ICT, Computing and Business Studies
Liaising with:	• Head of ICT, Computing and Business Studies, Heads of Year, Additional Needs Specialists.
Salary/Grade:	• Full Time Teaching Post
Key Responsibilities	• To deliver high quality curriculum provision through effective teaching and learning of ICT and Computer Science. • To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards
Teaching & Learning	• Plan work in accordance with the curriculum area programmes of study and so that it ensures progress and the personalised learning needs of every student. • Liaise with relevant colleagues on the planning of units of work for collaborative delivery. • Work in collaboration with associate staff attached to any teaching group. • Take account of students' prior levels of learning and achievement and use them to set targets for future improvements. • Maintain positive relationships with staff and students to enable effective teaching to take place. • Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour Policy. • Provide students with the opportunities to develop the skills required in order to learn. • Listen to the views of students about their preferred methods and styles of learning. • Set appropriate and demanding expectations for students' learning, motivation, and presentation of work. • Work at all times within the Health & Safety regulations of our school and ensure a safe working environment. • Maintain a high level of display within his/her teaching room. • Adhere to all the guidance as set out in the staff handbook.
Assessment & Reporting	• Maintain notes and plans of lessons undertaken and records of students' work in line with the School's Teaching and Learning policy. • Mark, monitor and return work as directed in the school marking policy. • Complete formal assessment through the MIS system in line with policy and as specified in the published calendar. • Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child. • Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.
Care & Guidance	• Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the School, including tutor, student interviews and coaching and mentoring. • Be the first point of contact for parents. • Monitor (and set targets for) for students to improve motivation, behaviour or achievement as and when required. • Be prepared to undertake responsibility as required for the delivery of the PSHCE programme through the delivery of SMSC content in tutor time. • Promote good attendance and monitor in accordance with the School's attendance policy.
Professional Standards	• Support the ethos, vision, principles and values of the School • Treat colleagues, students and all members of the community, with respect and consideration.

	- Treat all students fairly, consistently and without prejudice - Set a good example to students in terms of appropriate dress, standards of punctuality and attendance. - Support the aims of the School through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities). - Support the ethos of the School by upholding the code of conduct, uniform rules, etc. - Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers. - Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence. - Read and adhere to the various policies of the School and implement School improvement plans. - Participate in the development and management of the School by attending various team and staff meetings. - Undertake duties as prescribed within the School's policies. - Ensure that all deadlines are met as published in the school calendar or deadlines set by the Head of ICT, Computing and Business Studies. - Undertake professional duties that may be reasonably assigned to them by the Headteacher. - Be proactive and take responsibility for matters relating to health and safety.
Knowledge and Understanding	- A clear understanding of current educational issues, theory and practice. - Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements. - Have a secure and detailed knowledge of the specialised subject - Have an understanding of effective strategies to deliver their specialised subject.
Planning and setting expectations	- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught. - Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment. Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.
Assessment and Evaluation	- Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives. - Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students; progress. - When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16. - Help standardise all department assessments to help to ensure all predictive data is accurate and sets high expectations.
Pastoral System	- To monitor and support the overall progress and development of students within the subject. - To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. - To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. - To ensure the Behaviour Policy is implemented in the subject area so that effective learning can take place.
Professional Development:	Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects

	that they teach.
	• Understand the professional responsibilities in relation the School policies and practices.
	• Set a good example to the students in their presentation and in their personal conduct.
	• Evaluate their own teaching critically and use this to improve their effectiveness.
Quality Assurance	• Promote excellence at all points of delivery
	• Actively participate in school monitoring and evaluation procedures and help update department SEF.
Management of Resources:	• To manage resources efficiently.
	• Participate in the annual set up of the school calendar to ensure information on staffing needs is provided.
Additional Duties:	• To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students to follow this example.
	• Any other duties as required by the Headteacher commensurate with the grade.

Other Specific Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Pay Portability

The School will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If a teacher cannot provide this evidence then the School will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check.

PERSON SPECIFICATION

ESSENTIAL	DESIRABLE
Qualifications & Experience	
- Educated to a degree level or equivalent in the (or closely relating to) the identified subject - Sound knowledge of building techniques and the construction industry - QTS and GTC registered (or working towards this on an ITT programme) - An excellent track record of recent, relevant professional development - Evidence of raising standards and performance of a cohort of young people - Experience of effective teaching and performance within the curriculum area. - Ability to teach Computing and/or ICT up to and including KS5.	- Innovative use of resources - Working with young people through an enrichment setting
Knowledge & Understanding	
- Ability to teach ICT & Computer Science at an advanced level - The ability to create a stimulating visual environment in the classroom. - Excellent written and communication skills, including appropriate ICT skills. - Commitment to improving student learning and raising achievement. - A secure knowledge of the importance of data as a means to both measure and extend progress. - Have the vision to plan the way ahead and to get things done - A high level of organisational skills - Good, up to date subject knowledge skills. - Awareness of current issues in teaching ICT and Computer Science.	Experience and understanding of helping low achievers.
Communication Skills	
- Able to get the best out of people, staff and students. - A good communicator. - Able to work effectively as part of a team, - Sensitive to the needs of others. - Supportive - Professionalism.	
Decision Making and Judgement Skills	
- Demonstrate good judgement. - Think creatively and imaginatively to anticipate, identify and solve problems	
Personal Qualities	

• Good up to date knowledge and skills • Ability to work with others and under own initiative. • Achieve challenging professional goals • Determination to succeed and the highest possible expectations of self and others • A commitment to inclusive education • Vision, imagination and creativity • A good communicator • Sensitive to the needs of others	• Willingness to contribute to extra-curricular activities