Croydon High School

for girls aged 3-18yrs

GDST
GIRLS' DAY SCHOOL TRUST

TEACHER OF COMPUTER SCIENCE

with the possibility of a digital school lead role for the right candidate

**Part time (0.5 subject to timetabling requirements)
OR full-time with second subject**

Required for September 2021

INFORMATION FOR APPLICANTS

The School

Croydon High School in leafy Selsdon, South Croydon, is an exceptional independent day school for girls aged 3 to 18. Part of the GDST (Girls' Day School Trust), the leading network of girls' schools in the UK, Croydon High has been delivering outstanding education to local girls since 1874.

In spacious buildings, on a sloping site of over twenty acres three miles from the centre of Croydon, our girls enjoy the benefits of excellent sporting facilities, teaching and exceptional pastoral care.
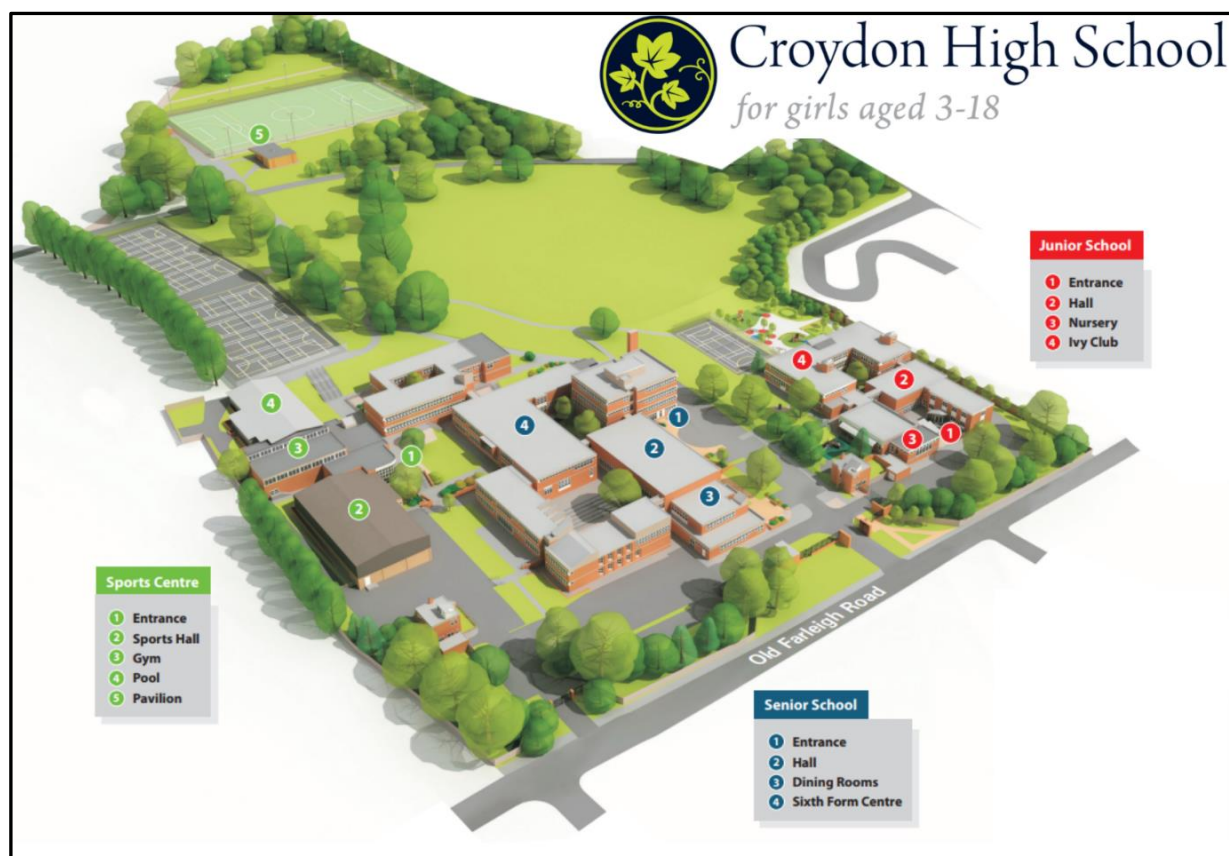
Proud of its heritage, Croydon High School is also firmly focused on the future and the Senior Leadership Team, under Headmistress Emma Pattison, consistently strive to move the School forward preparing girls to meet the challenges of the modern world.

We are enjoying the products of a masterplan of improvement to the site over recent years that has included refurbishment of the Junior School, improvements to the exterior of the campus and our sports' centre, a new sports pavilion and the creation of an Enterprise Technology Suite. Investment in the fabric of the building is ongoing.

Visitors to the School cannot help but be impressed by the warm welcome, the confidence of the girls, the love they express for their School and the beautiful grounds.

Croydon High is made up of students from a broad and culturally diverse range of backgrounds and the school recognises and hugely values the positive impact this has on all who teach and learn here. To support and enhance the educational and pastoral provision for all our students, we are fully committed to a recruitment policy in which job applicants are not discriminated against on the grounds of sex, race, disability, age, nationality, colour, ethnic or national origin, marital or civil partner status, pregnancy, sexual orientation, gender reassignment, religion or belief.

"Croydon High's way – and the GDST way – is so exactly representative of an ideal workplace, in my mind. The way Croydon High is concerned for mental and physical wellbeing of pupils AND staff, the way you're open to change, the way you're welcoming to everyone from any and all backgrounds, the way you encourage healthy discussions around accountability and how to make progress and improve… Working in this kind of environment is a dream."
Current Staff member, 2020

Croydon High School
for girls aged 3-18

Junior School
1. Entrance
2. Hall
3. Nursery
4. Ivy Club

Sports Centre
1. Entrance
2. Sports Hall
3. Gym
4. Pool
5. Pavilion

Senior School
1. Entrance
2. Hall
3. Dining Rooms
4. Sixth Form Centre

Organisational Structure

The Girls Day School Trust

The GDST educates nearly 20,000 pupils and employs over 3,700 staff in our 23 schools and two academies. Croydon High School, founded in 1874, was the first "all-through" school in the Trust. The GDST is the UK's largest education charity with an annual turnover of more than £200 million.

A Council of Trustees are legally responsible for the running of the GDST and set the strategic direction of the Trust, monitor its performance and ensure its financial viability.

The School Governing Body

Under the GDST governance arrangements, each of the 23 schools are supported by a SGB who plays a valuable role in providing a high quality education for our girls.

They support the Headmistress, advising on the effective use of resources and helping the School foster the excellence for which it is renowned in the local area.

The Senior Leadership Team

The School is managed and run by a Senior Leadership Team; including the Head and Deputy Head of Juniors, Director of Marketing and Director of Finance and Operations alongside the academic leaders of the Senior School.
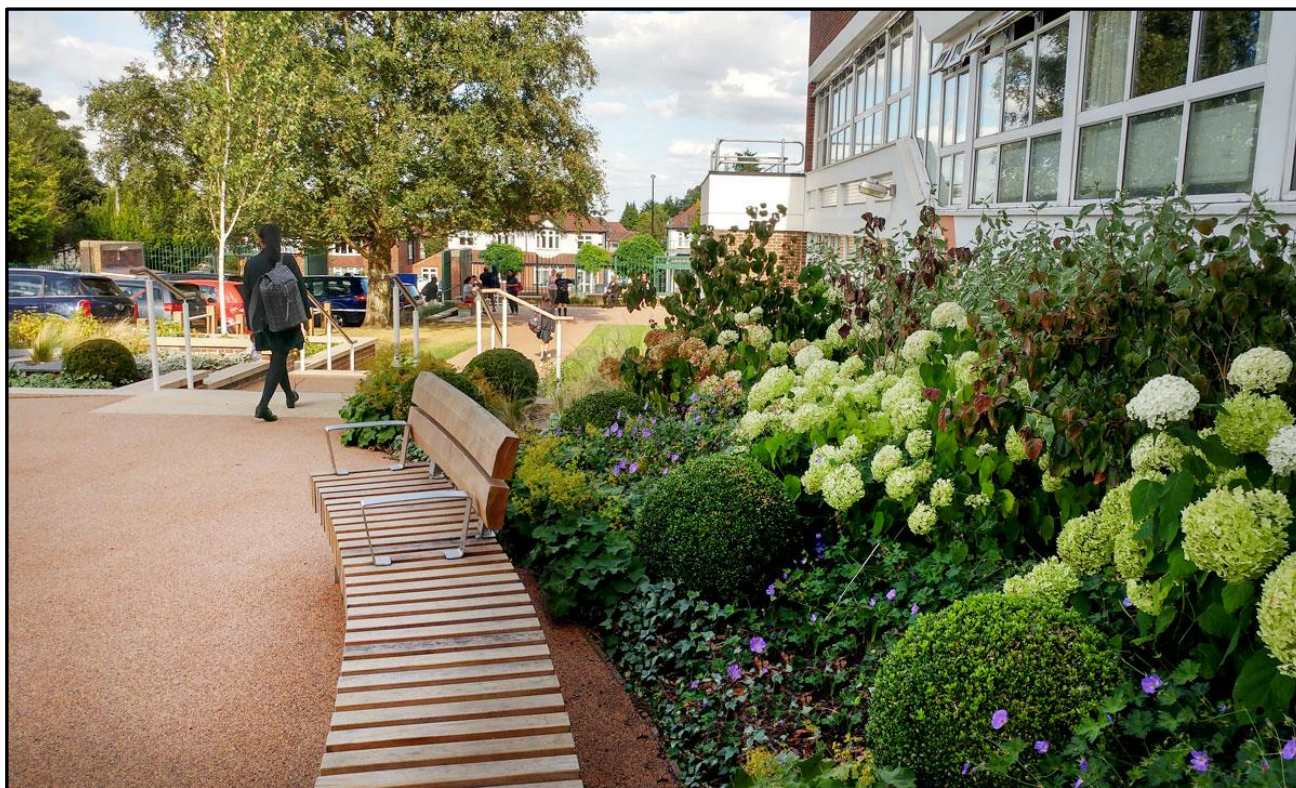
Academic Life

Intellectual curiosity and outstanding results in an exceptional learning environment.

Our curriculum is characterised by an emphasis on academic excellence, breadth and innovation, fostering creativity, exploration and enjoyment. Creative teaching and learning opportunities abound; highly qualified and motivated staff use innovative pedagogies which place them at the vanguard of the teaching profession.

In Years 7-9, all pupils study the following subjects: English, Biology, Chemistry, Physics, Enterprise Technology, History, Geography, Philosophy and Ethics, Music, Drama, Art, 3D Design, Physical Education. From early in Year 7 and throughout the School, all pupils are taught Mathematics in ability sets. Almost all students study two modern foreign languages from French, German and Spanish in Years 7-9 and Latin is taught to all from Year 7. At GCSE, we offer a mixture of GCSE and IGCSEs and most students take 3 A levels, the Extended Project Qualification and a number of electives which are unique to our school.

Throughout the Senior School, a creative and diverse curriculum balances the opportunity to explore and develop skills and talents with the need for academic rigour. Inspirational teaching emphasises the pursuit of excellence where pupils are encouraged to set – and supported to achieve – ambitious goals. The application of learning across subjects fosters an independent and proactive approach. Inherent in this is the use of technology for learning and our bespoke *Enterprise Technology* curriculum in Years 7-9 showcases our pupils' aptitude for creativity, problem solving and working collaboratively. This exciting strand to our curriculum reflects our commitment to ensuring that our pupils are 'real-world ready' and prepared for the future, whatever that may hold. Regular academic enrichment enhances pupils' learning and the numerous opportunities to experience content in a different context brings the curriculum to life.

The School enjoys excellent examination results. In 2019, 51% of all GCSEs taken at the School gained an A*, grade, 8 or 9. At A level, just under 50% of examination entries were awarded an A or A*. Our students perform especially strongly in the Extended Project Qualification; last academic year 83% of the projects were awarded either an A or an A* grade. The majority of Sixth Form students go on to study at their first choice destinations, which includes Russell Group of universities (some 60% of students in 2019) including the Universities of Oxford and Cambridge.

Our mantra is *Every Girl, Every Day* and this highlights the strong relationships between supportive staff and our remarkable students. We want every girl to enjoy a learning experience – every day – that inspires her ideas, stimulates her curiosity and motivates her to be the very best version of herself that she can.

Co-curricular offer educating mind, body and spirit

Our extra-curricular programme is diverse and offers opportunity for all while ensuring our elite performers are challenged and develop their skills. We enjoy excellent facilities in sport, music, drama and technology and the purpose-built site offers a spacious and bright environment in which to learn and work.

Our focus on the individual in all aspects of school life comes into its own in the many fundraising and charity projects undertaken by the girls. Their awareness and sensitivity to local and international issues never fails to impress and they convey their opinions with compassion and conviction.

Pastoral Life

The welfare of students and the personalised pastoral care which is our hallmark underpins everything we do at Croydon High School. The Tutor is a student's greatest advocate in School and oversees all her endeavours; he or she is a source of advice and support, of encouragement and inspiration. Students are placed in tutor groups according to their academic year and the work of the tutor is overseen by the relevant Head of Year.

Girls throughout the School are allocated to one of four houses and the spirit of friendly competition pervades each of the enjoyable and well-supported house events. Girls not only represent their houses in their areas of strengths but are also encouraged to try out new activities within a supportive team environment.

The Wellbeing & Citizenship programme and enrichment programmes are well-delivered and play an important role in the development of awareness of current issues.

Croydon High School students are compassionate and greatly involved in charity outreach work, including raising funds and awareness. They tackle challenging topics with incredible maturity and sensitivity and display a keen desire to make a difference to the injustices they perceive. There are numerous examples of student-led projects and activities such as the impressive Amnesty International Fair, the well-attended annual MUN conference and the annual conference for the national Council of Young Women; all of these are organised and run by the students.

The Computer Science & Enterprise Technology Department

Computer Science & Enterprise Technology is responsible for the delivery of the school's strategic aim to:
- Ensure that all pupils are real-world ready and prepared for the future
- Enable pupils to become independent problem-solvers with excellent communication skills
- Enable pupils throughout the Senior School to embrace emerging and disruptive technologies, particularly in their chosen career/area of study, and ensure that the school is well-resourced to deliver the above
- Ensure that pupils who study the subject for external GCSE & A level examinations achieve excellent results
- Provide opportunities for academic enrichment, problem-solving, risk-taking, independence, collaboration, leadership and entrepreneurship in Computer Science & Enterprise Technology in tandem with leading colleagues to embed the use of Enterprise Technology across the curriculum.

In September 2018 we launched a brand-new subject bespoke to Croydon High School in response to opportunities presented by emerging technologies. Since then, Enterprise Technology in Years 7 to 9 (which is called Computer Science at GCSE and A Level) has been established as a popular and innovative subject across both our Senior and Junior Schools. In the Junior School this is taught and led by the Junior lead teacher. Numbers of pupils opting to study Computer Science at GCSE and A Level are particularly strong, and external examination results are excellent. Last year 87% of pupils were awarded a level 7 or above at GCSE while all pupils taking A Level Computer Science achieved either A or A*. The department was listed as 'One to Watch' in the 2019 Education Foundation EdTech 50 Schools Report.

The successful applicant will build upon the considerable work already untaken to ensure that our technology offer engages 'every girl, every day'. Designed and developed by our teaching staff, Enterprise Technology in Years 7 to 9 honours our commitment to ensuring that pupils are real-world ready and prepared for the future. Pupils work on emerging technology-centered projects which provide a rich source of problem solving, invention and leadership opportunities. Projects undertaken are purposefully cross-curricular and, crucially, not limited to the STEAM (Science, Technology, Engineering, Art and Maths) disciplines. There is tremendous scope for all subjects to leverage emerging technologies to enhance and provide access to learning.

Pupils are guided through project lifecycles using requirements analysis, design, build, testing and evaluation activities and these projects provide an entrepreneurial platform. The end-to-end nature of project work enables all pupils to participate regardless of their strengths or interests. Whether pupils are technical, creative, academic or entrepreneurial the department offers a chance to contribute.

The department is well-equipped and uses an extensive range of software and hardware platforms to support teaching and learning, including Python, HTML, SQL, Google Suite, CoSpaces, Construct3, Zu3D Animation, Adobe Suite, Corel VideoStudio, Google Cardboard, HTC Vive, VEX-IQ Robots, DJI Mavic Drone, BBC micro:bits and control peripherals, 3D printer and 360 Cameras. Our Pupils also enter a wide range of Computer Science competitions and events.

We are in the process of recruiting a digital lead for the school who is not a Head of Department, but who works closely with the current postholder. The successful applicant for the digital lead role will be responsible for the academic and pastoral strategy that sits around our use of technology and they will play a significant part in ensuring our teachers and pupils make the most of technology, via leading training and ensuring the school stays up-to-date with latest initiatives and pedagogy. If you wish to be considered for this role in tandem with the vacancy for a Teacher of Computer Science, you should ensure your application references both and, in particular, sets out your vision for Digital Strategy in our school in the immediate future and beyond.

The Role

Purpose
- To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual students and contributing to the school's pastoral system.
- To support the Head and the SLT in the implementation of all aspects of school and GDST policy in order to maintain the aims and ethos of the school and the GDST as a whole.
- To embrace and demonstrate the characteristics set out in the GDST Professional Teacher Standards: to be Caring, Effective, Engaged, Confident, Creative and Reflective practitioners.
- To demonstrate GDST values and high standards of professional conduct at all times.

Accountable to
Head of Computer Science & Enterprise Technology

Accountabilities

Teaching and learning

Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:

- Using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and expectations and are designed to raise levels of attainment.
- Building on the prior knowledge and attainment of earlier learning in order that learners meet their learning objectives and make sustained progress.
- Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
- Using language appropriate to learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Managing the learning of individuals, groups and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of learners.
- Maintain an up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, incorporating these in the planning and delivery of lessons.
- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Advising and co-operating with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- With reference to learners' individual learning objectives, planning, setting, supporting and assessing classwork, homework and other out-of-class assignments and coursework for examinations, where appropriate and reasonable, to sustain learners' progress and to extend and consolidate their learning.
- Contributing as appropriate to the development of schemes of work and adhering to schemes of work when planning and teaching.
- Knowing and implementing the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- Participating with the line manager in using GDST and national statistics to monitor the progress of pupils and raise levels of attainment. Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
- Working collaboratively across the department, school and the GDST network.

- Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.

Pastoral

Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:

- Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Acting as Form Teacher.
- Liaising with appropriate Head of Year, attending pastoral meetings when necessary.
- Leading and participating in Assemblies.

Marketing and external links, including public occasions

Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community, where possible, by:

- Actively participating in educational outreach and promoting the key stage, phase or department within the school community to encourage pupils' interest in the subject area or school.
- Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.

Management and administration

Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:

- Contributing to the professional development of other teachers and support staff, including the induction and assessment of new teachers.
- Coordinating or supervising the work of those who provide support for teachers in the department (i.e. technicians or teaching assistants), where required.
- Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Ordering and allocating of equipment and materials where required.

Training and development of self and others

Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:

- Reviewing own methods of teaching and programmes of work.
- Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.

General requirements

All teaching staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- Maintain high professional standards of attendance, punctuality, appearance, and conduct. Demonstrate positive and courteous relations with students, colleagues, parents and any external personnel.
- Adhere to school and GDST policies, as amended from time to time, and as set out in GDST Council Regulations, GDST Hub and GDST circulars.
- Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities.
- In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.
- Carry out lunchtime duties – supervising pupils at lunch, as reasonable.
- Attend all relevant parents' meetings, which may take place in the evening.
- Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- Carry out such other associated duties as are reasonably assigned by the Head.

Review and amendment

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Application Details

The Salary

In line with GDST salary scale according to experience.

Safeguarding

Croydon High School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

How to apply

An application form downloaded from our **website** should be completed and emailed together with a covering letter addressed to the Headmistress to **recruitment@cry.gdst.net**

Applications must be received by noon, Monday 1 February 2021.

The school reserves the right to appoint at any stage during the recruitment process.

Croydon High School, Old Farleigh Road,
Selsdon, South Croydon CR2 8YB
Headmistress: Mrs E Pattison
Head of Juniors: Mrs S Raja

www.croydonhigh.gdst.net

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Juniors
Tel: 020 8260 7508
Email: juniors@cry.gdst.net

Seniors & Sixth Form
Tel: 020 8260 7500
Email: seniors@cry.gdst.net

G D S T
GIRLS' DAY SCHOOL TRUST

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