

Job Outline and Person Specification

| | |
|-----------------------|---|
| Job Title | Head of Computer Science, ICT and Business Studies Faculty |
| Location | Okehampton College |
| Reporting to | Director of Teaching & Learning: Mathematics |
| Job Term | Full Time / Permanent |
| Salary | TPS + TLR1b (£8,809) |
| Effective date | September 2019 |

There are 16 schools within The Dartmoor Multi Academy Trust. The schools in The Dartmoor Federation cluster of schools are Okehampton College, Boasley Cross, Bridestowe, Exbourne Church of England, Lydford, Northlew and Parochial Church of England Primary Schools.

Your main place of work will be Okehampton College but you may be required to work across all the schools within The Dartmoor Multi-Academy Trust at any time as directed by the Executive Team.

The job descriptions outline the purpose and key tasks required for the time being to indicate the level of responsibility. It is NOT a comprehensive or exclusive list and duties may be varied from time to time which do not change the general character of the job or the level of responsibility entailed.

Job Purpose:

- To provide high quality leadership to the Computer Science, ICT and Business Studies Faculty.
- To monitor both student and staff performance within the faculty.
- To raising students' achievement through the use of appropriate intervention strategies.
- To provide appropriate support to members of the faculty to maximise the delivery of Teaching and Learning.

Main Responsibilities:

As a classroom teacher:

- To undertake any and all duties as laid out in the School Teachers' Pay and Conditions Document and meet the professional Standards for practicing Teachers.
- To plan and prepare lessons, schemes of work and assessment materials.
- To teach, according to their educational needs, students assigned to allocated classes, utilising key skills as appropriate.
- To control and oversee the storage of books and other resources required for class usage.

- To ensure positive behaviour management in accordance with agreed school policies, including the administration of rewards.
- To set homework in accordance with agreed whole school and departmental policies.
- To monitor and assess student performance so that targets can be set for individual student improvement, including IEPs.
- To report to parents in accordance with the whole school policy.
- To take registers for each lesson.
- To contribute to departmental meetings, discussions and management systems necessary to co-ordinate the work of the department and integrate this into the work of the whole school.
- To participate in the Performance Management Review cycle as per the school policy.

As a form tutor:

- To take the register each morning session.
- To provide general support and guidance to students and monitor performance in accordance with the school's policies.
- To monitor students' attendance and conduct and liaise with Heads of House, Vice Principal and Attendance Officer.
- To liaise with parents regarding issues as they arise.

Standards:

- To monitor and evaluate the quality of learning and teaching; standards of attainment and performance within the department.
- To be accountable for standards across all key stages, providing accurate and consistent assessment data.
- To be accountable for raising and sustaining the quality of teaching and learning within the department.
- To write departmental self-evaluations and improvement plans as per school policy.
- To conduct lesson observations as a means of sharing best practice and coaching.
- To ensure a positive climate for learning.
- To have high expectations of self, staff and students.
- To use data analysis to track student performance and that of teachers.
- To ensure marking and assessment is consistent across the department to ensure this follows whole school policies.
- To ensure reporting complies with whole school policies.
- To lead the planning of schemes of work at all key stages to maximise the learning opportunities of students of all abilities.
- To identify training needs of staff within the department.
- To organise the structure of teaching throughout the department.
- To meet the needs of students, including the management of behaviour and its impact on learning within the department.
- To plan and implement educational enhancement opportunities, including 'revision classes' and 'visits' etc.

Performance Management:

- To line manage members of the departmental team and monitor the totality of performance.
- To use comparative data to identify trends in performance.
- To ensure up-to-date knowledge in terms of teaching pedagogy, subject specific and national strategies to enhance student achievement.
- To ensure all statutory requirements are met.
- To demonstrate a clear commitment to own professional development.

Personnel

- To participate in the selection of new staff (where appropriate).
- To delegate duties and responsibilities to ensure staff development and value for money;
- To provide a positive role model to students and staff.
- To take a strong lead on pedagogy/methodology.
- To support, guide and motivate departmental team and support staff.
- To secure the commitment of the departmental team through effective leadership.
- To chair meetings and embrace teamwork.

Person Specification

| | | |
|------------------------------------|--|---|
| Qualifications and Training | • Qualified to at least degree level | E |
| | • Qualified teacher status | E |
| | • Evidence of relevant and substantial CPD | E |
| Knowledge and Experience | • Ability to deliver consistently high quality lessons to students of all ages and abilities. | E |
| | • Proven record of significantly raising achievement with all groups of students across the age and ability range, and of helping them achieve impressive examination outcomes. | E |
| | • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. | E |
| | • Experience of delivering staff training and undertaking the professional development of other teachers, in particular with regard to high quality teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of exceptional subject leadership. | D |
| | • Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. | D |
| | • Experience of leading a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on student progress. | D |
| | • Thorough knowledge of the requirements of the new National Curriculum in the subject. | E |
| | • Good knowledge of current educational developments and initiatives relating to the subject and their implications. | E |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • An understanding of the ways children learn and how individual needs may be assessed and met. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards and a commitment to relentlessly implementing these strategies | E E |
| Professional Skills | <ul style="list-style-type: none"> • Excellent interpersonal and listening skills and a high degree of emotional intelligence. • A proven ability to use data confidently to inform and diagnose weaknesses that need addressing, and an ability to plan effectively in order to raise individuals' and cohorts' attainment. • The ability to develop positive relationships with all young people. • An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence. • The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance, whilst developing the leadership skills of others. • Well-developed planning and organising skills including time management, prioritisation, delegation and administration. | E E E E E E |
| Personal Qualities and Attributes | <ul style="list-style-type: none"> • A clear passion for your subject. • The ability to enthuse and inspire others. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision. • A relentless approach to securing the improvement of teaching and learning. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all students. | E E E E E E E E E |

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment.

The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure Barring Service (DBS)