# Application Pack & Job Description
# Faculty Leader – Business, Computing & ICT

**Brookvale Groby Learning Campus**

# Welcome from the Headteacher

Dear Prospective Applicant,

Thank you for expressing an interest in the role of Faculty Leader for the Business, Computing and ICT faculty at Brookvale Groby Learning Campus. This is an exciting time to join our campus and we look forward to working with a new member of staff who will share our ambitious vision, "Valuing Everyone, Achieving Excellence".

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019.  Our founding schools were Brookvale High School, an 'outstanding' 11-14 high school, and Groby Community College a 14-19 upper school graded as 'good with outstanding features'.  Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

We have a strong ethos of valuing everyone and achieving excellence for all.  We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence the motto we use on a daily basis with our young people is to work hard, be kind which we feel symbolises the culture we aim to create on campus.
We have a spacious semi-rural campus location and most of our students live in the surrounding villages with some travelling from Leicester and its western suburbs.

We hope the documents provided help you to gain a feel for the school and if you would like to visit us as well, we would be delighted to show you round.  Please contact Tracey Malsbury on 0116 2879921 or tmalsbury@brookvalegroby.com to make an appointment.

All of the documents to support this application process are available on the website, www.brookvalegroby.com.

I would like to thank you again for your interest in the post and I look forward to receiving your application.

Yours sincerely

Mandy Bearne
Acting Headteacher

# Visions, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.
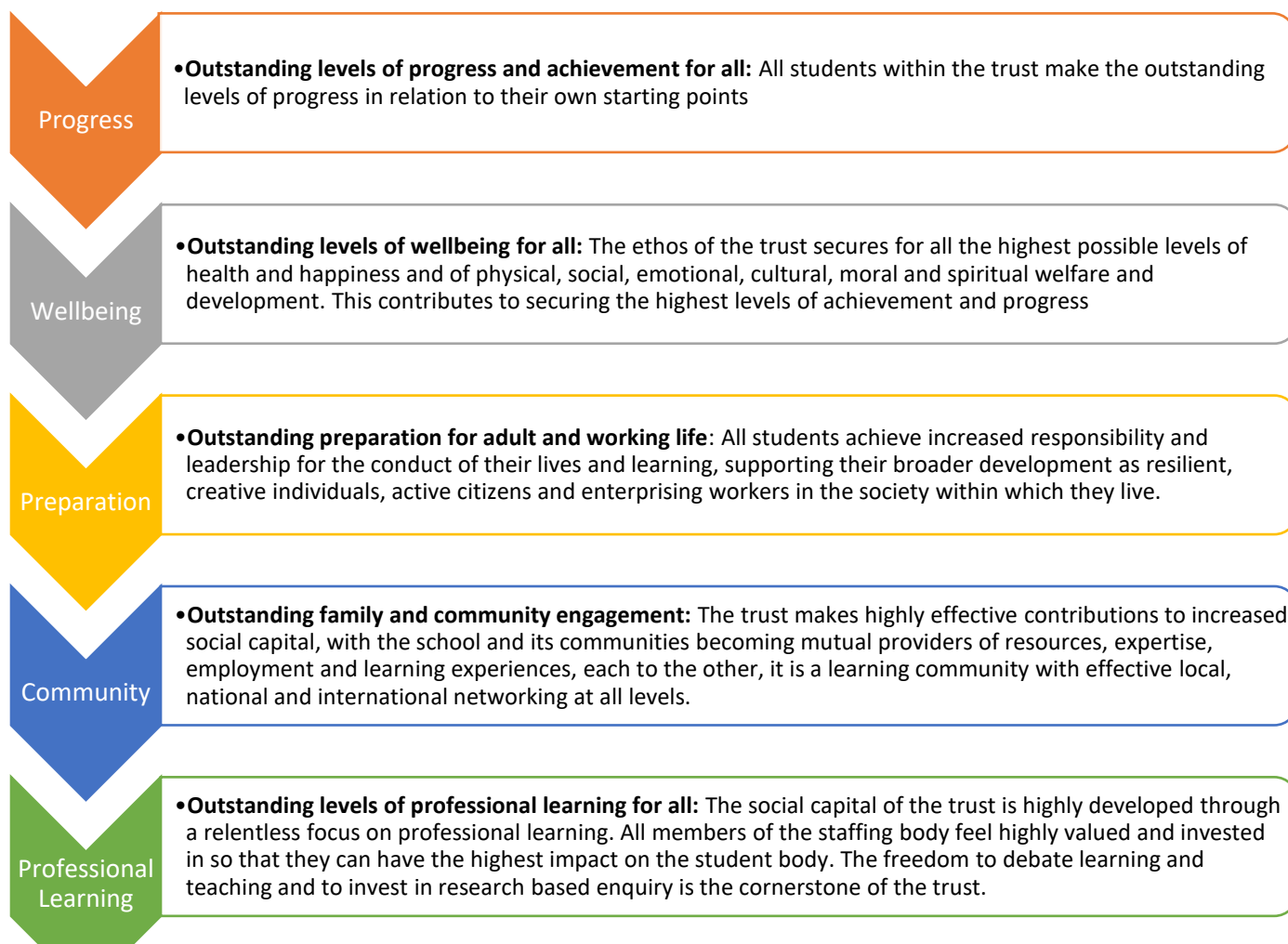
## Our Vision

*Valuing Everyone, Achieving Excellence*

## Our Motto

*Work Hard, Be Kind*

## Our goals

The goals of our trust:

- **Outstanding levels of progress and achievement for all**
- **Outstanding levels of wellbeing for all**
- **Outstanding preparation for adult and working life**
- **Outstanding family and community engagement**
- **Outstanding levels of professional learning for all**

**Progress**
- **Outstanding levels of progress and achievement for all:** All students within the trust make the outstanding levels of progress in relation to their own starting points

**Wellbeing**
- **Outstanding levels of wellbeing for all:** The ethos of the trust secures for all the highest possible levels of health and happiness and of physical, social, emotional, cultural, moral and spiritual welfare and development. This contributes to securing the highest levels of achievement and progress

**Preparation**
- **Outstanding preparation for adult and working life**: All students achieve increased responsibility and leadership for the conduct of their lives and learning, supporting their broader development as resilient, creative individuals, active citizens and enterprising workers in the society within which they live.

**Community**
- **Outstanding family and community engagement:** The trust makes highly effective contributions to increased social capital, with the school and its communities becoming mutual providers of resources, expertise, employment and learning experiences, each to the other, it is a learning community with effective local, national and international networking at all levels.

**Professional Learning**
- **Outstanding levels of professional learning for all:** The social capital of the trust is highly developed through a relentless focus on professional learning. All members of the staffing body feel highly valued and invested in so that they can have the highest impact on the student body. The freedom to debate learning and teaching and to invest in research based enquiry is the cornerstone of the trust.

*Informed by "Schools of Tomorrow"*

# Testimonials

**Extract taken from email correspondence, following a tour of the school by a prospective parent:**
*'I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave'.*

**Written comments from parents following Year 8 Progress Evening (2019):**
*'My child goes in happy and comes home happy and enjoys his day to day school life.'*

*'It has the caring element of a small school. Children are pushed to achieve targets in a positive way.'*

*'The staff at this parents evening have blown me away with their friendly, enthusiastic and knowledgeable manner.'*

**Written comments from parents following Year 11 Progress Evening (2019):**
*'All the teachers I have met tonight know my son very well. I think all of them are interested and care about his progress.'*

*'All 3 of our children have thrived through support that the school has given them, so happy with their education.'*

*'The school is excellent, helping my child progress and I would recommend it.'*

**Year 10 student (June 2019):**
*'In my opinion, the teachers that teach me are very patient in the sense that if I don't understand something, they will try their best to ensure that I grasp that piece of knowledge whether it be by a diagram or an acronym etc. Another great thing about the school is that we have so many facilities so that we can excel in whatever we may want to do so.'*

**Year 7 student (June 2019):**
*'I think the best thing about Brookvale Groby Learning Campus is the facilities in every department and the opportunities that are given such as trips and extracurricular sports activities. I have also felt that I've been welcomed to this school with so much support from my form tutor and teachers.'*

**Extract of letter from staff member:**
*'I have thoroughly enjoyed my time on campus. It has been a real pleasure working with staff who are always friendly, extremely supportive and willing to share ideas and knowledge. I have really appreciated having a senior leadership team which is so warm towards its staff and open to their comments and new ideas.*

*The children I have taught have made me smile, laugh and cry! I will miss my relationship with them and that buzz you get from seeing them progress. It does, however, give me great satisfaction to think that I have put into place schemes of work for pupils and created learning opportunities for them which should continue even after I have left.*

*I am sad to leave a post which I still love. Once more, thank you for all of your support and kindness.'*

**Extract of letter from staff member:**
*'I have had the most positive experience and have enjoyed every day of it.*

*I have worked in schools for the last 10 years and have never worked anywhere like this. From day 1, I have felt part of something amazing and special....the school has such a positive atmosphere and nothing has been too much trouble for anyone.*

*I am sad to leave, but now have a great basis for my career ...although I think it will be hard to find a school as good! I wish you continued success and maybe one day we'll meet again!'*

# Faculty Information

**The Business, Computing and ICT (BCI) faculty is a faculty that offers a broad range of courses at level 2 and 3 in Business, Computer Science and ICT.**

## Staffing

There are 7 members of staff in the faculty and we are an experienced team and we have a culture of mutual support and of sharing teaching and learning practice across all subjects within the faculty, as well as being research and best practice informed. We put our students first and we constantly strive to engage, make our lessons challenging and relate them to the real world. Celebrating student progress and success is central to our culture.

## Accommodation

We have 5 classrooms across the campus, 4 of which are dedicated computer rooms and 2 staff offices. All rooms have ceiling mounted data projectors and nearly all classrooms have interactive whiteboards.

## Courses

**KS3:** Students study an hour of Computing in year 7, from September 2020 an hour in year 8 and students can opt to study the subject in year 9. Over recent years we have put a great deal of thought into a rigorous curriculum at KS3 to ensure all students on campus have the required skills and knowledge in the subject.

**Business**: Students can opt to study GCSE Business and we have, historically, had high numbers of students choosing the subject. At Post 16, students follow the Eduqas A-level course with many students undertaking a business path post 18 at university, apprenticeship or work.

**ICT**: Students in KS4 study the Level 2 BTEC Information Technology course. At Post-16, students study the BTEC ICT Level 3 course. This course provides students with the essential skills that they need in later life, both at university and in employment.

**Computing**: At GCSE students follow the OCR course and at A-Level, Post-16 students are working towards the AQA qualification. The specification puts computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.

# Faculty Leader – Business, Computing and ICT (BCI)
## Salary: MPS + TLR1b - Full time from August 2020

We are looking for a dynamic and inspiring teacher to lead our Business, Computing and ICT faculty from August 2020.

The ability to teach Business Studies up to and including A Level and Computing/ICT to at least Key Stage 3 level is preferable.

The Brookvale Groby Learning Campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to an 11-19 school from September 2019.  Our founding schools were Brookvale High School, an 'outstanding' 11-14 high school, and Groby Community College a 14-19 upper school graded as 'good with outstanding features'. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

This post will be excellent training for future senior leadership because of the opportunity to work with SLT in developing a whole school digital learning strategy and shape the way we use innovative technology on our campus. There will be opportunities to lead strategically, demonstrate clear management and have a visible impact on outcomes.  The selection process will allow the successful candidate to articulate their vision for how this role can develop the use of digital technologies to support learning on the campus.

Visits to the campus are very welcome.

Full details and application form are available on our website - www.brookvalegroby.com
or contact Tracey Malsbury, tmalsbury@brookvalegroby.com
or Tel. 0116 2879921

**Closing date:  9.00am, Friday 17 April 2020**

# How to apply

Complete application should be returned to [tmalsbury@brookvalegroby.com](mailto:tmalsbury@brookvalegroby.com)

Or by post to

**F.A.O. Tracey Malsbury**
**Brookvale Groby Learning Campus**
**Ratby Road**
**Groby**
**Leicester LE6 0FP**

A letter will be sent to shortlisted candidates with details of the interview process.

**Queries**

If you have any queries on any aspect of the application or need additional information please contact Tracey Malsbury, PA to Headteacher on the above email address.

Thank you.

# JOB DESCRIPTION

| Post title & grade | Faculty Leader - Business, Computing and ICT (TLR1b) |
|---|---|
| Job purpose | ● To lead a Faculty Area in the development of teaching, learning and educational outcomes for young people.<br>● To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.<br>● To enable each student to develop personally in line with the campus vision of *Valuing Everyone Achieving Excellence* |
| To whom the postholder reports | The postholder is responsible to the:<br>● Headteacher in all matters<br>● Line Manager (a member of the Senior Leadership Team)<br>● Relevant member of the school leadership group in respect of curriculum and pastoral matters<br><br>The postholder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/campus. |
| The persons line managed by the postholder | The postholder is responsible for:<br>● The line management and supervision of all teaching staff within the Faculty Area / Subject<br>● Where appropriate the supervision of support staff (technical) within the Faculty Area<br>● The coaching, mentoring and development of all staff within the Faculty Area |
| Duties and responsibilities specific to the post | **Responsibilities: Standard Teacher**<br>● To undertake teaching commitments in the Faculty Area in accordance with curriculum and timetable requirements across all years in the campus.<br>● To teach other subjects as and when required by the needs of the timetable and as directed by the Headteacher. This will be negotiated in accordance with the skills of the teacher.<br>● Prepare students effectively for qualifications and external examinations.<br>● To fulfil the roles and responsibilities of tutor to a vertical group of students and supporting students on an individual basis through academic or personal difficulties. To act as a mentor to specific members of the tutor group in order to raise achievement.<br>● To take responsibility for personal Professional Learning and to participate in campus and external CPD activities by negotiation.<br>● To undertake all of the requirements laid down by the campus Performance Management Policy.<br>● To participate in curriculum area/department and pastoral meetings.<br>● To participate in parental consultation/student progress afternoons and evenings<br>● To participate in the duty rota<br>● To fulfil the "Professional Standards 2012" as laid down by the DFE:<br>    **1. Set high expectations which inspire, motivate and challenge students**<br>    **2. Promote progress and outcomes by students**<br>    **3. Demonstrate good subject and curriculum knowledge**<br>    **4. Plan and teach well-structured and engaging lessons**<br>    **5. Adapt teaching to respond to the strengths and needs of all students**<br>    **6. Make accurate and productive use of assessment**<br>    **7. Manage behaviour effectively**<br>    **8. Fulfil wider professional responsibilities** |
| | **KNOWLEDGE AND EXPERTISE:**<br>● Have an excellent subject knowledge 11-19<br>● Be an excellent teacher who can act as a leading professional within the Faculty Area |

| Specific Responsibilities and Duties | • Have an excellent knowledge of and enthusiasm for teaching pedagogy and practice, including assessment. |
|---|---|
| | • Have excellent knowledge of coaching and mentoring in order to develop others |
| | • Be an expert communicator who is able to hold staff to account for their teaching standards |
| | **DEVELOPING A VISION AND SHAPING THE FUTURE:** |
| | • Develop a vision of how the faculty area will raise aspiration and achievement across the subject areas |
| | • Develop and lead improvement plans in order to realise the vision |
| | • Lead the development of an outstanding faculty area in terms of teaching and learning, assessment and outcomes for young people |
| | • Promote the opportunities the area brings to the campus, including developing and enriching the curriculum |
| | • Develop a whole school digital learning strategy and shape the way we use innovative technology on our campus. |
| | • Develop our work with the Enterprise Advisor Network. |
| | **LEADING AND DEVELOP A HIGH PERFORMING TEAM:** |
| | • Lead and develop a high performing team of teaching and support staff within the area that raises aspiration and achievement |
| | • Model and encourage effective team behaviours to support the above |
| | • Identify professional development needs for both the team and individuals and seek opportunities to address these needs |
| | **LEADING LEARNING WITHIN THE FACULTY AREA:** |
| | • Lead the development of learning in a subject area through the production of schemes of learning and resources |
| | • Evaluate the quality of learning and teaching across the Faculty Area |
| | • Identify areas for development for teaching staff within the area and support the development of learning through use of departmental meetings, coaching and individual staff development plans as well as through Performance Management |
| | • Manage teaching staff absences and cover to ensure that students still experience high quality learning |
| | **ENSURING ACCOUNTABILITY:** |
| | • Have accountability for the progression and achievement of students / classes within the Faculty Area. |
| | • Develop a culture of accountability within the team to ensure that teachers have ownership of progress, achievement and attainment of the students in their classes |
| | • Lead accountability for student engagement and behaviour within the area, including the use of rewards and sanctions according to campus policy |
| | **TRACKING AND INTERVENTION:** |
| | • Ensure that effective assessment of learning is taking place within the area |
| | • Maintain tracking systems for all aspects of the faculty area |
| | • Track and monitor student performance within aspects of the curriculum area, including analyses at examination results |
| | • Lead the identification of causes for concern and put in place appropriate intervention to raise achievement |
| | **COMMUNICATIONS:** |
| | • Develop and maintain appropriate routes of communication with students, staff and parents |
| | • Ensure that high quality, stimulating learning focused display is maintained in classrooms and corridors within the curriculum area |
| | • Maintain current curriculum information on the campus website, VLE and promotional material for the subjects within the curriculum area. |

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| | **DAY-TO-DAY MANAGEMENT OF THE FACULTY AREA:**<br>● Develop and maintain a Quality Assurance programme for the area<br>● Maintain the smooth day-to-day running of the area, including oversight of staff absence and cover The expectation is that colleagues at the Upper Pay Spine (UPS) level should be consistently demonstrating a quality of teaching over time (progress of learners / standards of teaching, learning and assessment) which is at least consistently good in order to be a leading professional on the campus.<br>● UPS holders should contribute to the professional development of colleagues through coaching, mentoring, demonstrating effective practice, providing advice and feedback and whole campus INSET.<br>● Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities. |
| **UPS Responsibility (if applicable)** | ● Ensure own standards of teaching and learning are excellent in order to be a leading professional in the campus.<br>● Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.<br>● Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities. |
| **Generic duties and responsibilities** | To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:<br>● School policies and guidelines on the curriculum and school organisation<br>● LA policies adopted by the campus<br>● The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment<br>● Common core of skills and knowledge for the children's workforce.<br>● All teachers have a responsibility for safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.<br><br>**The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.** |

February 2020

## PERSON SPECIFICATION

| ESSENTIAL | DESIRABLE | ASSESSED BY |
|---|---|---|
| **Qualifications**<br>• Degree or equivalent in a relevant subject<br>• Qualified teacher status (QTS)<br>• Post Graduate Certificate of Education | | App<br>App<br>App |
| **Teaching**<br>• Willingness to teach across the 11-19 age range<br>• A good or outstanding teacher with a record of successful and effective teaching in a Business and Computing or ICT subject<br>• A clear understanding of different teaching styles and pedagogy<br>• A proven track record of delivering good outcomes and raising achievement | | App/Int/Ref<br><br>App/Int/Ref<br><br>App/Int<br><br>App/Int/Ref |
| **Training & Experience**<br>• Experience of teaching across at least one key stage within the 11-19 age range<br>• Experience of leading and developing a subject area within a Business or Computing/ICT Department<br>**or**<br>• experience as an Assistant Curriculum Leader within Business or Computing/ICT<br>**or**<br>• experience of leading and managing a significant development within a Business or Computing/ICT Department<br>• Proven commitment to own professional development.  Evidence of recent relevant CPD | Experience of teaching in  more than one key stage | App/Ref<br><br><br><br><br>App/Int/Ref<br><br><br><br><br>App |
| **Knowledge of:**<br>• current curriculum development/content at either KS3, GCSE, or A Level in Business, Computing/ICT subjects.<br>• strategies for raising achievement and attainment<br>• quality assurance process, self-evaluation and improvement planning<br>• meeting the needs of all students<br>• assessment, data analysis and target setting<br>• recent inspection evidence and classroom research and its use to inform and improve teaching and learning<br>• current health and safety requirements in design technology workshops | ● progression and employment routes beyond each Key Stage<br>● working with partners and the local community | Int/Ref<br><br>App/Int<br><br>App/Int<br><br>App/Int<br>App/Int<br><br>Int<br><br><br>App/Int |

| Skills, attitudes and qualities: | | |
|---|---|---|
| • Ability to develop an understanding of unfamiliar key stages in a secure and speedy way | | Int/Ref |
| • Outstanding interpersonal skills and the ability to develop good working relationships with colleagues across the campus | | Int/Ref |
| • The ability to lead teams and individuals effectively | | Int/Ref |
| • Excellent verbal and written communication skills | | Int/Ref |
| • The ability to relate well to students, parents and governors | | Int/Ref |
| • Ability to motivate and enthuse students of all abilities and backgrounds | | Int/Ref |
| • Willing to work in an inclusive way to support all students to achieve their potential | | Int/Ref |
| • Willing to contribute actively to the extended support and extra-curricular programme be that through lunchtime, after school or holiday provision | | Int/Ref |
| • A high level of professional credibility | | Int/Ref |
| • Self-confidence, personal impact and presence | | Int/Ref |
| • High levels of commitment, enthusiasm and motivation | | Int/Ref |
| • Positive, resilient, reliable and a good sense of humour | | Int/Ref |

**App = Application Form**
**Int = Interview**
**Ref = Reference**

February 2020