Job Description

POST: Computing (0.6)

RESPONSIBLE TO: SLT

RESPONSIBLE FOR: Leadership, management and organisation of the
                                      Computing department

ALLOWANCE: TLR 3 £2,500 (paid in full – not pro-rata)

Strategic Direction and Development

1. To provide strategic direction for the Computing Department

2. To be accountable for the highest standards of teaching, learning and student achievement in the department.

3. To lead, develop and enhance the teaching practice of all teachers of Computing evaluating the quality of teaching, securing and sustaining the effective delivery of the subjects.

4. Analysis of school and national data to effectively identify areas of strength and areas for development that will inform interventions, targets and teaching methods.

3. Contribute to the school's robust programme for self-evaluation at a Department and whole school level.

4. Monitoring and evaluate progress towards targets from Department Development Plans within the context of the School Development Plan. Contribute to the School Development Plan and SEF where directed.

5. Evaluating the Department's work through the school's Self Evaluation process and keeping an up to date Self Evaluation folder of evidence.

6. Attending Middle Leadership and other meetings and liaising effectively with other Departments to plan and organise effective middle leader provision across the school.

7. Developing cross curricular links, particularly in the promotion of Computing across the school.

8. Attending regular meetings with Line Manager to review progress towards targets.

Teaching and Learning

1.   Ensure curriculum coverage (by schemes of work and syllabuses), continuity and progression for all students including those of high ability, disadvantaged students and SEN.

2.   Ensure effective development of students' literacy, numeracy and ICT skills through the curriculum.

3.   Ensure that Department teachers carry out assessment, recording and reporting consistently and in line with school policies.

4.   Evaluate the quality of teaching (through lesson observations, learning walks and drop ins) in the Department and take action to secure improvements where necessary.

5.   Bring innovative teaching and learning practices to the school. Keep abreast of subject developments and bring these to the School. Engage with school-wide learning initiatives and lead these in the Department.

6.   Following each reporting cycle, review assessment data and coordinate any necessary action across the Department ensuring assessment for liaising practices are fully embedded in the work of the Department. Identify appropriate intervention for students. Ensure standards of work are moderated regularly.

7.   Establish the highest expectations of achievement and behaviour of students by teachers. Ensure that behaviour for learning is enforced through effective use of internal on call, teacher and Department detentions and regular communication with parents and pastoral leaders.

8.   Liaise effectively with the examinations officer when necessary, ensuring all entries are made in line with deadlines.

9.   Develop effective links with the local community and businesses, partner primary schools, local secondary schools and colleges where appropriate

11. Organise events that raise the profile of Computing across the school.

Leading and managing staff

1. Establish constructive working relationships among Department staff, devolving responsibilities and delegating tasks, where appropriate.

2. Participate fully in the schools' Performance Management System.

3. Lead professional development of Department staff through example and support.

4. Lead a team of teachers and technicians (where relevant) through:

• induction, support, advice and guidance
• effective communication well-structured meetings

5. Ensure that Department staff meet reporting and other deadlines

6. Mentor and support colleagues including NQTs, ITTs and GTPs encouraging their professional development

7. Ensure all Computing staff engage with LSAs and other relevant colleagues to support student progress.

Effective and Efficient deployment of staff and resources

1. The use of accommodation to create an effective and stimulating teaching environment.

2. Develop resources.

3. Maintain up to date and accurate financial records.

4. Establishing staff and resource needs and preparation of teaching groups to ensure the best use of staff expertise.

5. Ensure that there is a safe teaching and working environment in which risks are properly assessed in line with school Health and Safety policies.

Teaching duties

These duties should also be read in conjunction with the 'Teaching Standards'

1. To have a secure and up to date knowledge and understanding of concepts and skills necessary to teach Computing at Key Stage 3, 4 and 5

2. To plan teaching to achieve progression in students' learning in line with agreed expectations/targets.

3. To establish and maintain a purposeful working atmosphere which supports learning.

4. To set homework and mark in line with school policies.

5. To assess, record and report on students' progress.

6. Attend and contribute to departmental, Department and staff meetings and to assist with the implementation of area development plans

7. To communicate and consult with parents of students as necessary, (including telephone calls, meetings, parental meetings etc.).

8. To exploit opportunities to improve basic literacy, numeracy and ICT skills.

9. To participate in staff development opportunities and accept responsibility for own professional development.

10. To prepare students for examinations and participate in examination arrangements.

11. To cover classes whose teacher is not available as and when required in line with the school's 'Rarely Cover' policy.

12. To implement school policies.

The Conditions for Employment of Schoolteachers (schedule 3) specify the general professional duties of teachers. These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal. This job description does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.

Person Specification

Section 1: Qualifications & Experience		
1.1	Degree(s) or equivalent	Essential
1.2	Qualified teacher status or evidence of successful completion of PGCE or alternative training qualification (Schools Direct etc.)	Essential
1.3	Experience of having worked successfully (either as teacher or as part of a placement) in a large secondary school setting	Essential
1.4	Experience of having worked in an 11-18 school	Desirable
1.5	Proven, successful teaching experience in previous schools	Essential

	(for those who will be NQTs in September this relates to teaching practice).	

Section 2: Knowledge, Skills and Abilities		
2.1	Evidence of excellent teaching skills in Humanities	Essential
2.2	Good knowledge of curriculum development and improvement	Essential
2.3	Knowledge and understanding of current and future curriculum changes	Essential
2.4	Appropriate training and a willingness to continue training to manage the key areas and tasks outlined in the job description	Essential
2.5	Proven, excellent classroom management skills	Essential
2.6	Proven, excellent interpersonal relationship skills and the ability to communicate effectively and sensitively with students, parents and colleagues	Essential
2.7	An understanding of how students learn and improve their skills, knowledge and understanding	Essential
2.8	Evidence of good information and communication Computing skills	Essential
2.9	Thorough knowledge and understanding of subject area and how it can effectively be taught across the spectrum of age and ability	Essential
2.10	Excellent knowledge of achievement methods and measurement	Essential
2.11	Knowledge of health and safety requirements	Essential
2.12	An ability to teach A Level	Desirable

Section 3: Personal attributes and Qualities		
3.1	Clear educational aims and values which are consistent with the school aim of high quality teaching and learning.	Essential
3.2	Ability to engage in cooperative working to help the team achieve its goals	Essential
3.3	Ability to filter, judge and act decisively	Essential
3.4	Ability to operate effectively when working under pressure	Essential
3.5	The ability to motivate and inspire students and colleagues	Essential
3.6	Ability to develop strong professional relationships with young people which impact positively on their achievements	Essential
3.7	Willingness to contribute to the wider life of the school	Essential
3.8	Excellent punctuality and attendance record	Essential
3.9	A firm commitment to and ability to adhere to the school's race equality and cultural diversity policy in all aspects of the post	Essential