Twyford Church Of England Academies Trust

"I have come that you might have life and have it to the full" John *10 v10*

Ada Lovelace Church of England High School

Job Description

Job Title:	**Head of Computing and ICT**
Grade:	**L1 – L5 (£61,554-£66,935pa)**
Line Manager:	**Headteacher**
Supervisory Responsibility:	**Department Classroom teachers**

Main purpose of Post
To achieve outstanding outcomes in the curriculum & wider curricular offer within Computing and ICT

Outcomes

Achievement
- Achievement at all key stages and in all courses is effectively monitored and ensure areas of weakness are identified and addressed
- Achievement is outstanding at all key stages

Teaching
- Curriculum and assessment frameworks are clear and support outstanding progression
- All staff are confident and consistent in the delivery of good & outstanding lessons
- Learning behaviour within the department is outstanding

Behaviour
- Student conduct within the department is uniformly good

Leadership
- There is a clear vision for the enjoyment of Computing
- Post-holders within the department are well supported to carry out their roles

Other
- The department's Wider Learning Programme is a model of outstanding practice

Specific responsibilities and tasks

Achievement
Achievement at all key stages and in all courses is effectively monitored and ensure areas of weakness are identified and addressed

- Responsibility for department tracking systems across all key stages
- Responsibility for internal system of progress reporting to department meetings by post holders /teachers
- Responsibility for system for identification of student cause for concern
- Responsibility for system for identification of more general concerns
- Responsibility for evaluating prior attainment of students on entry (with additional 'setting' test if required)
- Responsibility for ensuring students setting arrangements are effectively set up and sustained

Achievement is outstanding at all key stages
- Identify areas of underperformance and ensure improvement plans drawn up & delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

Teaching
Curriculum and assessment frameworks are clear and support outstanding progression
- Review and maintain the curriculum framework for the department at all key stages and for all subject pathways
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all schemes of work are clear and provide an appropriate framework for the design of outstanding lessons
- Ensure that there are schemes of work for each of the three differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of Copia, additional online resources and text books as appropriate)
- Ensure that the lesson Powerpoints and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

All staff are confident and consistent in the delivery of good and outstanding lessons
- Ensure curriculum and teaching & learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance/exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Lead the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Audit the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Learning behaviour within the department is outstanding
- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks on student planners etc.)
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used
- Ensure department team is confident and consistent in their use of formative and summative assessment
- Ensure self-assessment and review is fully integrated into schemes of work

- Students make highly effective use of self-assessment and manage their own learning to the highest standard.

Behaviour

Student conduct and learning behaviour within the department is uniformly good
- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Monitor Students' learning conduct & behaviour as a measure of their engagement with Computing and ICT
- Address issues in behaviour through modification to department systems & approaches (including to teaching and learning) and staff training

Leadership

There is a clear vision for the enjoyment and application of Computing
- Overall responsibility for department development planning (including post holders development plans)
- Responsibility for 3 year strategic planning overview
- Responsibility for budget planning
- Development and management of the department wider learning offer
- Support & encourage students to progress to further and higher education or training in subject related courses (including organisation of wider learning programmes support of students preparing for additional university tests)

Post-holders within the department are well supported to carry out their roles
- Overall responsibility for performance management of staff
- Undertake regular coaching and mentoring of post holders
- Ensure all post holders are confident and consistent in their use of department wide systems
- Effective management of support staff (Teaching Assistants /technicians)
- Responsibility for all Health and Safety procedures

Other
The department's Wider Learning Programme is a model of outstanding practice
- All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips & visits or support activities).

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success
- Public Examination results - Headline target figures (KS3, 4 & 5)
- % of students on target in internal /external assessments
- External Evaluation Systems
- Internal VA measures
- Progression of students to Computing related courses

Person specification

	Essential	Desirable
Knowledge and Skills	- University Graduate with a good degree in Computing - Qualified Teacher Status - Successful experience as a Computing teacher within a high achieving secondary school - A proven record of success in raising standards - Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level - Experience of the use of student results analysis outcomes to inform practice and target improvement - Experience of curriculum design - Successful experience of managing whole school change - Successful experience of team leadership & management of staff - Knowledge of the requirements of the National Curriculum and KS3/4/5 courses. - An understanding of recent curriculum and teaching/learning developments - An ability to develop effective curriculum resources in Computing to meet the needs of the full ability range. - An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in Computing as part of a while school approach to raising achievement. - An understanding of the processes and techniques required to assess record and report students' learning effectively. - A commitment to the principles and practices of Assessment for Learning - A commitment to developing Literacy and ICT in Computing - An ability to use ICT programmes and packages to promote learning - An understanding of the role of Computing within the wider curriculum.	- Evidence of further professional development - An understanding of the importance of, and a willingness to participate in, extra-curricular activities.
Personal Qualities	- A strong commitment to and ability to articulate & model the values of the Twyford Trust - A firm approach to discipline, and good classroom management skills - An ability to work within, lead and motivate a team - An ability to generate enthusiasm for Computing - Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment).	A practising Christian

	• Has a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and inter-personal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker	

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see https://www.gov.uk/disclosure-barring-service-check.

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.