



NESTON
HIGH SCHOOL

TEACHER OF ICT/COMPUTING

APPLICATION PACK

Neston High School
Raby Park Road
Neston
Cheshire
CH64 9NH

Headteacher: Mr K Simpson

www.nestonhigh.com



NESTON
HIGH SCHOOL

✦ *Shaping extraordinary lives* ✦



Open letter from Mr K Simpson (Headteacher)

Dear Colleague,

Thank you for showing interest in our school and our community. Below I have outlined some key notes for you. This is in order to help paint the picture that this outstanding opportunity provides and allows you to appreciate the importance of this role. The successful colleague will join a dedicated team and become an integral leader, as we set out on a new adventure for all involved in the life of the school. For further information on the school, a more global understanding can be found from the website at www.nestonhighschool.com.

Neston High School is a large 11-18 rural comprehensive school with 1780 students on roll. We are an oversubscribed school, serving not only our local families, but also students who travel from Chester, Wales, and the Wirral to be a part of our thriving community. In this school every student, every parent and every member of staff really does matter, as this partnership allows the greatest opportunity for all to flourish and grow.

It is a truly exciting time to be joining our school, with our state-of-the art £22 million new build and our recent accolades and successes. Every student is assured of an exciting, stimulating and challenging educational journey here at Neston and already since my own appointment I know all colleagues strive to ensure we provide the best opportunities for all our young people. I have now been in post since January 2019 and I am humbled and excited to be leading this well-respected learning organisation.

Kindest regards

Keith Simpson
Headteacher

One year contract from September 2022

Do you have a passion for Computer Science and ICT?

Are you confident in your ability to deliver outstanding ICT/Computing lessons across all key stages?

Are you confident in your ability to develop schemes of work, resources, assessments and teaching & learning strategies within the department?

Are you confident in your ability to help the department raise standards and maximise student attainment?

Do you have a passion for learning and strive to be an outstanding classroom practitioner?

Do you create engaging and challenging experiences for your students?

Do you have an excellent track-record of inspiring students to reach beyond their potential?

Do you want to join a supportive and enthusiastic team striving to build upon their strengths?

Do you want to join a heavily oversubscribed school in Cheshire with an excellent reputation?

Do you want to join a large school that supports the professional development of their staff?

If you are excited by your answers to these questions, then you may be our next teacher to join our ICT and Computing team.

We are looking to appoint inspirational colleagues, to join our thriving learning community.

We are building on present best practice and developing a new strategic vision in order to raise standards even further. We are seeking a teacher to join our team who can bring creative new ideas to further enhance the learning experience of our students.

Closing date: 9am Monday 23rd May 2022

Interview date: to be confirmed

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful applicant must have enhanced DBS disclosure and satisfactory references.

The School is an equal opportunities employer.

Please apply to Mr K Simpson, Headteacher via Mrs Leadbetter, PA to the Headteacher at Neston High School on: leadbetterh@nestonhigh.com



This is an exciting opportunity to join a thriving and successful Business and Computer Science faculty. The opportunity has arisen due to two experienced members of the team retiring this summer. The team consists of six members.

At key stage three students receive one hour per week of Computing lessons, with a significant focus on the Computer Science curriculum, although we do still incorporate traditional ICT based units to maximise student skills. Sets are based upon Maths and Science sets in year seven and on Science sets in years eight and nine. This can result in some of our more able Computing students being in lower sets and less Computing able students in some of our higher sets. Therefore, it is essential that lessons are differentiated to allow access to the curriculum for all students and provide challenge for our more able students. Units delivered at key stage three vary significantly in focus, with some of the units covered including understanding computers, programming in Python, Scratch and Logo, control systems, data handling, how computers work, binary, spreadsheet modelling, computational thinking and logic, Cyber Security and project-based work.

At key stage four students in the faculty may opt to study OCR GCSE Computer Science, BTEC Digital Information Technology, Eduqas GCSE Business studies or OCR Cambridge Nationals Level 1/2 in Enterprise and Marketing. Uptake on the courses has traditionally been very good and results have frequently been amongst the highest subjects in the school.

The available position would focus primarily on delivering BTEC Information Technology at KS4.

At key stage five students may opt to study OCR A Level Computer Science, OCR Cambridge Nationals Level 3 in IT, Eduqas A Level Business or OCR Cambridge Technicals Level 3 in Business. Again, uptake and results are very positive.

The available position would focus primarily on delivering CTEC Information Technology Level 3 at KS5.

The standard of facilities and network support are excellent in the our recently built school.

The department is fully supportive of developing colleagues who enjoy a variety of CPD opportunities. Due to this a colleague has recently accepted a promotion to Head of Department at another organisation.

The faculty is now seeking a member of staff who can confidently and successfully deliver Computer Science to A Level standard and the ability to deliver OCR Cambridge Technical Level 3 in IT.



Criteria	Essential	Desirable	Evidenced From?
Qualifications	<ul style="list-style-type: none"> • A degree • A teaching qualification 	<ul style="list-style-type: none"> • Additional evidence of CPD in the area of Computing and ICT (CAS, STEM or other training) 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Evidence of planning and delivering schemes of work and lessons • A track record of high quality teaching • Experience in an 11-19 school • Experience of teaching key stage four ICT/Computing courses 	<ul style="list-style-type: none"> • A proven record of supporting and monitoring students and planning interventions to ensure good outcomes • Ability to teach Business • Experience of teaching ICT/Computing at key stage five 	<ul style="list-style-type: none"> • Application form
Abilities and Skills	<ul style="list-style-type: none"> • An excellent level of ICT proficiency • Keeping up to date with relevant developments in teaching practice and specialist subject and communicate these with the department • Using assessment, monitoring and feedback to ensure that students receive timely, accurate and constructive feedback which promotes progress • Monitoring assessment back to the head of department regularly along with details of actions taken • To enhance the current school vision and ethos • To positively impact on learning outcomes for students • To provide appropriate support and challenge to students 	<ul style="list-style-type: none"> • Ability to support staff to ensure high standards of behavior in the subject • Ability to oversee an intervention programme to maximise student progress • Ability to build professional relationships within the department • Ability to deliver lessons in Business 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

	<ul style="list-style-type: none"> • To take and act upon initiative • To have a strong presence and maintain a high profile • To safeguard and promote child safety and welfare • To prioritise and complete tasks • Effective communication and listening • A creative approach to problem solving • Strong interpersonal skills • Efficient resource management 		
Qualities	<ul style="list-style-type: none"> • Clear commitment to achieving the best for all members of the school community • Belief in inclusion, achievement and aspiration • Strong sense of community • Strong sense of justice and mutual respect • A dynamic approach • Sense of perspective 		<ul style="list-style-type: none"> • Letter of application • Selection process • References
Knowledge	<ul style="list-style-type: none"> • Current thinking and initiatives around ICT, Computing and the National curriculum assessment. • Up to date with effective teaching and learning strategies 	<ul style="list-style-type: none"> • A variety of KS4 and 5 courses – particularly OCR GCSE Computing, BTEC DIT, OCR Computing A Level, OCR Cambridge Technical Level 3 in IT 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

Job Title: Teacher of Computing/ICT

Responsible to: Head of Department / Senior Leadership Team Line Manager

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and capital planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially NQTs and ITTs.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review.

These additional tasks are seen as an important part of the School's professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.