Ethics and Computing Faculty
Head of Faculty: Emma Hope

Our Ethics and Computing faculty offers a unique but complimentary combination of subjects which contribute to our pupils' personal development, safety and wellbeing, alongside the delivery of cultural capital, often led by external visitors. These include Computer Science, ICT, PSHEe, Citizenship, Child Development and Religious Philosophy and key themes from one subject can provide the content in skills-based activities for another subject such as the importance of 'five a day' in the design and development of a healthy eating website.

Members of the team challenge and inspire our pupils through a curriculum that is rich, dynamic and topical. Our pupils are encouraged to engage in deep learning, creativity, critical thinking and problem solving. This aims to help them become responsible informed citizens and equip them with the skills to cope with and further develop their use of technology.

Pupils are given opportunities to develop key characteristics such as empathy and self-reflection, and to gain an understanding of positive social interactions and safe behaviours, including those online.

The Faculty is located on the first floor of our newest teaching block, which opened in June 2018. There are two teaching rooms and two purposefully designed computing suites and two offices. The Faculty is well resourced.

COMPUTER SCIENCE/ICT AND LEARNING

Computer Science involves the use of rapidly developing technologies, and it is the Team's mission to keep learners abreast of new developments. All pupils at Deer Park learn Computer Science through a hands-on approach. As well as developing algorithmic thinking and programming skills, pupils are encouraged to select and use digital applications for a variety of purposes that are in turn creative, imaginative and practical.

KEY STAGE 3 SNAPSHOT

Pupils study the content required by the National Curriculum. At Key Stage 3, all pupils have one lesson a week, and they are following a curriculum that closely matches the CAS progression pathways. The current modules we deliver are well established and offer the opportunity to cover the full breadth of the curriculum.

Year 7 Modules:	Year 8 Modules:	Year 9 Modules
E-Safety	Hardware and Software	Functional Skills/PowerPoint
Scratch	Image Editing	Cyber Security
Spreadsheets/Data	E-safety	Careers in ICT
Video editing	Animation	E-Safety
Programming using Logo and Python	HTML Web Design	Python

KEY STAGE 4 SNAPSHOT

We provide a range of opportunities at Key Stage 4. We currently offer GCSE Computer Science (OCR) and OCR Cambridge Nationals in Creative iMedia which are optional subjects and are each allocated five lessons per fortnight across our two-week timetable. These are popular subjects and examination results are improving.

TECHNICAL SUPPORT

With a large school-wide network we recognise the need to provide high quality technical assistance to support learning and administration. This support for Computing is provided by a dedicated and experienced team managed separately by a Network Manager. The Faculty works closely with the network manager to ensure the best learning outcomes are achieved with minimum risk to school systems.

Colleagues within the faculty and across the wider school work closely together and are constantly striving to improve the learning experience of our pupils. All pupils can access their own documents and email from home, and we use Show My Homework for setting homework.

We are seeking a full-time Assistant Head of Computing and Ethics, teaching Computer Science and ICT, to join the team from Monday 4 September 2023 or 8 January 2024. A copy of the generic Assistant Head of Faculty (Foundation Subject) job description follows, along with additional information about working at Cirencester Deer Park School. This is an excellent opportunity for a Teacher of Computer Science and ICT to take on a post of responsibility within a supportive and enthusiastic team of teachers and interested candidates would be very welcome to arrange a visit to the school.

Richard Clutterbuck
Headteacher
June 2023

GENERIC JOB DESCRIPTION

Job title	**Assistant Head of Faculty (Foundation Subject) TLR 2.2**
Supervisory responsibility:	To be agreed with Head of Faculty (Foundation Subject), no more than two direct reports eg. NQT, TA or Technician
Direct supervision from:	Head of Faculty (Foundation Subject)
Responsible to:	Head of Faculty (Foundation Subject)
Priorities for the post	To support the Head of Faculty (Foundation Subject) and contribute to promoting and ensuring high quality teaching and learning to raise pupil achievement and improve value added.
Specific priorities in each year will be defined by the Head of Faculty with the postholder in line with the school's strategic priorities	✓ To be the leading school in the South Cotswolds; ✓ To tailor our provision to meet the needs of all learners; ✓ To ensure disadvantaged pupils make the progress of which they are capable.
Job purpose:	With the Head of Faculty, the Assistant Head of Faculty will: ✓ Provide operational faculty leadership; ✓ Assure the quality of education; ✓ Engage in monitoring and evaluation ✓ Promote staff development and wellbeing; ✓ Engage stakeholders; ✓ Contribute to pupils' personal development.
The impact of this post will be reflected in the faculty's contribution to the achievement of these outcomes	✓ Ambitious and challenging achievement targets are met or exceeded; ✓ Value added measures put the school within the top 20% of schools nationally and the top 15% by 2024; ✓ Quality of Education, including our curriculum (intent, implementation and impact) is judged to be 'outstanding'; ✓ Leadership and management, and all related tasks are consistently effective and of a high quality.
The Assistant Head of Faculty (Foundation Subject) is expected to:	✓ Be a positive role model in all aspects of leadership, management, teaching and learning across The Corinium Education Trust's learning community; ✓ Lead by setting an example, achieve consistently high standards of classroom practice; ✓ Participate in continuing professional development and engage in professional learning relevant to the post of Assistant Head of Faculty (Foundation Subject). ✓ Be familiar with the School Inspection Handbook (Ofsted) and National Standards for Teachers; ✓ Model the Nolan Principles of public life, 'selflessness, integrity, objectivity, accountability, openness, honesty and leadership.'

For clarification the Assistant Head of Faculty will:

1. Provide operational faculty leadership:

1.1. Work closely with and deputise for the Head of Faculty (Foundation Subject) to assure the quality of education and take responsibility for the day to day operational management of the faculty and team;

1.2. Articulate a clear vision for the subjects within the faculty, share values and provide direction and support;

1.3. Work with the Head of Faculty to bring about improvement through short, medium and long term planning;

1.4. Contribute to high quality teaching and the effective use of resources to achieve the highest standards of achievement for all pupils within the faculty;

1.5. Support and develop the provision for the most able, disadvantaged pupils, those with special education needs and any other group identified as making less progress than their peers, including opportunities for accelerating learning, KS2-3 transition and progression post 16;

1.6. Liaise with other leaders, when appropriate, to ensure the faculty's curriculum has both challenge and breadth and provides the knowledge and skills that pupils need;

1.7. Contribute to the wider development of The Corinium Education Trust, the promotion of social, moral, spiritual and cultural aspects of learning and cross curricular themes through engagement in relevant time limited working groups and CPD.

2. Assure the quality of education:

2.1. Work closely with the Head of Faculty to ensure the curriculum intent and implementation are embedded securely and consistently across all subjects within the faculty;

2.2. Contribute to defining the end points the curriculum is building towards and ensure learning opportunities are coherently sequenced so that new knowledge and skills build on what has been taught before;

2.3. Enrich the foundation subject curriculum and ensure the statutory requirements of the national curriculum and exam specifications are fulfilled in relation to both content and assessment;

2.4. Ensure the foundation subject curriculum contains content that has been identified as the most useful and is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills;

2.5. Develop (in consultation with other leaders and faculty staff) a range of stimulating and relevant courses appropriate to the needs of pupils which help to fulfil the aims of the school;

2.6. Keep up to date with developments in the curriculum relating to both content and pedagogy, and ensure these are reflected in the faculty's practice;

2.7. Model creativity and share innovative practice in teaching, learning and assessment;

2.8. Develop strategies for teaching and embedding core and transferrable skills including literacy (reading and extended writing) and numeracy across the curriculum;

2.9. Use assessment effectively to help pupils embed and use knowledge fluently, or to check understanding and inform further teaching.

3. Engage in monitoring and evaluation:

3.1. Work closely with the Head of Faculty to monitor and evaluate the impact of the foundation subject curriculum, to ensure pupils know, remember and are able to do more, develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of their education and gain the qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study;

3.2. Contribute to the faculty's rigorous and on-going self-evaluation cycle and routine quality assurance procedures including:

- ✓ interpreting and acting upon pupil performance/prior attainment data
- ✓ work scrutiny/standardisation of assessment
- ✓ lesson observations, learning reviews and feedback

- ✓ moderating pupil standards of achievement and behaviour
- ✓ checking that all teachers in the faculty are routinely planning lessons, assessing pupil work and setting homework in line with expectations;
- ✓ ensuring the work given to pupils over time and across the faculty consistently matches the curriculum and is of a high quality;

3.3. Contribute to the faculty SEF and participate in the leadership of team and whole school reviews;

3.4. Contribute to the development and implementation of coherent faculty improvement plans in line with the school's and The Corinium Education Trust's strategic priorities;

3.5. Review the impact of all schemes of learning within the faculty to ensure they meet the needs of all learners and provide appropriate levels of challenge and opportunities for personalisation and progression;

3.6. Work with the Head of Faculty (Foundation Subject) to monitor, track and evaluate pupil progress, performance and outcomes in the subject(s) within the faculty across all year groups, especially in relation to external examinations and assessments in each Key Stage and the school's strategic priorities.

4. Promote staff development and wellbeing:

4.1. Contribute to the day to day management and development of staff within the faculty and their wellbeing;

4.2. Engage in collaboration and effective team work, inspire colleagues and applaud areas of success;

4.3. Work closely with the Head of Faculty to develop and enhance the practice of the Faculty's teachers and associated support staff effectively, including shared responsibility for:

- ✓ subject knowledge enhancement, CPD and INSET for the team and for individuals
- ✓ NQTs and initial teacher trainees within the faculty as appropriate;

4.4. Provide advice and support to faculty and other staff across The Corinium Education Trust in relation to the curriculum, required knowledge discipline, classroom practice and professional development.

5. Engage stakeholders:

5.1. Pass on key messages to the faculty team, including those related to the school's and The Corinium Education Trust's priorities, disseminate information and use professional skills and judgement in decision making;

5.2. Participate in the management of the school by being a visible and effective presence and contributing to duty and assembly rotas;

5.3. Encourage participation in and organise enrichment, cross and extra-curricular activities appropriate to extending learning within the faculty;

5.4. Liaise with other leaders in school, partner schools and appropriate external agencies including subject advisors, examination boards and relevant partners in business and industry;

5.5. Inform and engage parents through correspondence, our website and newsletters and presentations/workshops at Parents'/Curriculum Evenings and Celebration events.

6. Contribute to pupils' personal development:

6.1. Promote positive behaviour and ensure behaviour management strategies, faculty rewards and sanctions are consistent and in line with school and The Corinium Education Trust's policies;

6.2. Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults;

6.3. Ensure the subject curriculum develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance;

6.4. Promote equality of opportunity so that all pupils can thrive together, develop pupils' character and confidence.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school's values of Trust, Kindness and Determination underpin all we do. Pupils enjoy their learning in a disruption free environment, and staff are proud to work here. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

Following our Ofsted inspection in January 2023, Cirencester Deer Park School continues to be a good school. Inspectors noted that:

- "Pupils welcome leaders' high expectations of their behaviour and conduct.…Pupils enjoy their learning and feel well prepared for the future."
- "Pupils behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour."

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has expanded through the development of The Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.