

Computer Science/ICT Teacher (Mainscale)

In this document, you will find more information about this particular role. Use the contents page below to skip to a specific section.

The department has a dedicated page on the school website: <http://www.isleworthsyon.org/subjects/computing>.

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Reminders

The closing date for this post is **9.00am on Thursday 24 June 2021**.



About

The Post

The post will offer the successful candidate a fantastic opportunity to join our excellent, over-subscribed school, and to work within an inspirational and supportive team of staff. This post is permanent and will suit a colleague wishing to progress their career. The position is required to start in September 2021; NQTs can be employed in July.

The Role

DEPARTMENT ETHOS

The computing curriculum area has high expectations and offers a well-designed learning experience for all students. The key aim is to provide an excellent education in computing across the age and ability profile. Our commitment is to meet the abilities, skills and attributes of all, allowing our students to work towards and achieve their maximum potential across a range of skills and qualifications.

Our department plan prioritises an agenda where every student matters and as such, we aim to provide enjoyment and intellectual stimulation through computing by engendering success and achievement.

Our current teaching team is a dedicated group of individuals committed to seeing all students achieving their potential. Colleagues collaborate closely and work exceptionally well together with a clear philosophy of openness, sharing and mutual support.

At the present time, there are four full-time members of the teaching staff. On occasion, other members of staff with relevant qualifications contribute to the delivery of computing/ICT on a part-time basis. Staff are encouraged to teach all age groups up to A level. A Network Manager and Deputy work with the curriculum area to support the teaching team, and they have an office based strategically within the hub of the computing suite of rooms.

The core role of this post is to develop our outstanding provision of computing and IT from Year 7 through to Year 13. The school is fully networked and a generous budget is utilised to keep pace with developments in this area.

CURRICULUM

In support of a whole-school commitment to the development of thinking skills, the computer science curriculum promotes learning skills by ensuring students develop computational thinking, with creativity and problem solving. It also aims to develop digital literacy and use information technology effectively in a changing and increasingly digital world.

Members of the department employ a flexible variety of teaching and learning strategies using a range of differentiated resources. Teaching methods involve individual, pair and group work, and within each Key Stage, students work either at or above their current level of attainment. Students are clear as to the nature and purpose of the tasks they undertake, and confidence is maintained through effective use of Assessment for Learning and student self-evaluation of progress. ICT is an integral part of the programme of study, and colleagues teach using a variety of ICT resources; notably using the interactive projectors with a variety of dedicated software packages. Staff are expected to contribute to the development and production of resources through the department's areas on Microsoft SharePoint and OneDrive.

SCHEMES OF WORK

All students at Key Stage 3 follow a robust computing curriculum, focused on the development of the key skill areas of computer science, information technology and digital literacy. The changing pace of computing means that current updates and guidelines are also followed to ensure that an engaging, challenging and up-to-date curriculum is provided for all our students.

Computing is an extremely popular option at Key Stage 4. Students can follow AQA computer science as a GCSE option, or the BTEC IT qualifications such as the Level 2 Certificate in Digital Applications (CiDA) or the Level 2 Digital Information Technology. Excellent standards are achieved in both the GCSE and BTEC qualifications, with students valuing their courses and the provision.

The subject is also a popular choice at advanced level. Five periods are given to A level computer science, while we also offer BTEC Level 3 and CTEC Level 3 vocational qualifications in IT. Five periods are allocated to the single award National Extended Certificate and Foundation Diploma, while ten periods are given to students undertaking the double award National Diploma qualification. In addition, as we work in a Sixth Form Consortium with local schools, so students from those schools will often be in the teaching groups. Many of our students further their studies at university in IT-related fields.

TEACHING GROUPS

In Years 7 and 8, students are taught in form groups, while in Years 9 to 11, they are taught in ability groups. Our aim is to set challenges and provide support to enable students to make progress and achieve their full potential. We foster success through the use of half-termly assessment tests, with commendation related to improvement in performance.

Teaching groups across the school rarely exceed thirty, and lower-ability groups are smaller in number.

FACILITIES

The curriculum area is extremely well-resourced in a very pleasant suite of rooms on the first floor. All the rooms are spacious, have interactive whiteboards with audio facilities and have had new computers installed. The faculty is well-supplied with textbooks and other resources. Members of staff are provided with laptops, and are supported in extending resources should the need arise.

EXTENDED SCHOOL

At Key Stage 3, students can participate in an after-school computer club, where they can further develop their computing skills. Throughout the year we run a series of computing challenges, such as the Duke of York Bronze Idea award and the Grok Learning challenge. We work closely with local industry to afford students the opportunity to visit technology companies. We also invite external providers into school to run various coding workshops for our students.

In July, we always offer an exciting computing activity for Year 9 during Wider Learning Week. Students develop a range of computing skills and knowledge including website creation, game making, podcasting, control systems and computer programming. This activity also can include day trips to Sky, the Apple store, the design workshop at Legoland, the computer animation workshop at Thorpe Park and the home of the codebreakers: Bletchley Park.

Parents/carers are supportive and are kept informed of all aspects of their child's life at school through, for example, the school website, new stories, social media, and the Annual Review. The Student Planner and Insight App records all homework set and is also a means of communicating positive comments, commendations and important dates.

Applying

HOW TO APPLY

You must submit either:

- an application via the GOV.UK Teaching Vacancies site;
- the 'Quick Apply' form from the TES site; or
- our 'Teaching Staff' application form from the school website, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

SENDING YOUR APPLICATION

Please address your application to the Headteacher, Mr Euan Ferguson. You may submit applications:

- via the Teaching Vacancies site;
- through the 'Quick Apply' process at TES;
- by email to school@isleworthsyon.org (with a subject line of 'Job Application: Computer Science Teacher'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Thursday 24 June**. Early application is encouraged, as we may well undertake selection processes on receipt of completed forms.

Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

Read the Job Description on the next page.

Job Description

RESPONSIBLE TO:	The Headteacher Governors Line Manager
RESPONSIBLE FOR:	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document.
RELATIONSHIPS:	HT, SLT, governors, students and parents/carers.

1. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment, the description of your post is as follows:

1.1. CURRICULUM

To ensure the development of students by teaching the curriculum with due regard to the aims of the school.

1.2. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school, in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

1.3. This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteachers direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

1.4. TEACHING - IN EACH CASE HAVING REGARD TO THE CURRICULUM FOR THE SCHOOL

- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of students.

1.5. OTHER ACTIVITIES

- Promoting the general progress and well-being of individual students, and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students. Communicating and consulting with the parents/carers of students.
- Communicating and co-operating with persons or bodies outside the school; and participating in meetings arranged for any of the purposes described above.

1.6. ASSESSMENTS AND REPORTS

Providing or contributing to oral and written assessments, and reports and references relating to individual students and groups of students.

1.7. APPRAISAL

Participating in arrangements made in accordance with regulations made under section 49 of the Education (No 2) Act 1986 (74), for the appraisal of his/her performance and that of other teachers.

1.8. REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT

- 1.8.1.** Reviewing from time to time his/her methods of teaching and programmes of work. Participating in arrangements for his/her further training and professional development as a teacher.
- 1.8.2.** In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training.

1.9. EDUCATIONAL METHODS

Advising and co-operating with the Headteacher and other teachers (or anyone or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

1.10. DISCIPLINE, HEALTH AND SAFETY

Maintaining good order and discipline among the students and safeguarding their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere.

1.11. STAFF MEETINGS

Participating in meetings at the school which relate to the curriculum for the school, or the administration or organisation of the school, including pastoral arrangement.

1.12. COVER

- 1.12.1.** Subject to paragraph 66.9.2 (Conditions of Employment Document), supervising and so far as practicable teaching any students whose teacher is not available to teach them. Subject to the exceptions in paragraph 66.9.3 (Conditions of Employment Document), no teacher shall be required to provide such cover:
- 1.12.2.** After the teacher who is absent or otherwise not available has been so for three or more consecutive working where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the maintaining authority or, in the case of a school which has a delegated budget, to the governing body, for two or more working days before the absence commenced.
- 1.12.3.** The exceptions are: he/she is a teacher employed wholly or mainly for the purpose of providing such cover ("a supply teacher"); or the authority or the governing body (as the case may be) have exhausted all reasonable means of providing a supply teacher to provide cover without success; or he/she is a full-time teacher at the school but has been assigned by the Headteacher in the timetable to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which students are taught at the school.

1.13. PUBLIC EXAMINATIONS

Participating in arrangements for preparing students for public examinations, and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations.

1.14. ADMINISTRATION

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials; and attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school session.

- 1.15.** This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you. The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

2. Knowledge and Experience

- 2.1.** The post holder will have experience of working within the secondary sector and have a proven track record of high-quality teaching in the subject area. Appropriate further professional development will be evident.
- 2.2.** The post holder will have a thorough understanding of the relevant Programme(s) of Study and the National Curriculum. They will also have a thorough understanding of the principles of good classroom management and a good understanding of assessment, monitoring, recording and reporting procedures.

3. Performance Standards

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

4. Organisation Chart

Separately available.

5. Additional Information

- 5.1. The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare.
- 5.2. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 5.3. You will be required to undertake other duties as may reasonably be expected.

JOB HOLDER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

LINE MANAGER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

Read the Person Specification on the next page.

Person Specification

SECTION	ASSESSMENT METHOD
EDUCATION, QUALIFICATIONS & TRAINING	
<ul style="list-style-type: none"> DfE Qualified Teacher Status Degree or good professional qualification Evidence of in-service training / higher qualifications if teaching for more than two years 	Application form Proof of qualifications
EXPERIENCE	
<ul style="list-style-type: none"> Successful teaching experience within the 11-18 sector Teaching in 11-16 or 11-18 age range Experience of organising or participating in extra-curricular activities Experience of lesson planning (examples to be brought to interview) Written and spoken fluency and accuracy in English 	Application form Interview
SKILLS AND ABILITIES	
<ul style="list-style-type: none"> Ability to ensure the safety and well-being of students at all times Ability to plan and evaluate your work with a view to improving school standards and attainment Ability to maintain records of pupil progress and achievements in order to provide evidence of work, progress and attainment over time Basic understanding and competence in ICT Work effectively as part of a team; developing positive relationships with colleagues, students, parents/carers and other agencies as appropriate Can work collaboratively with specialist teachers and other colleagues to enhance students' learning Possess good organisational skills Set high expectations for student behaviour and establish a clear framework for classroom discipline, which promotes self-control and independence whilst managing student's behaviour constructively To provide opportunities for students to develop awareness of cross-curricular themes and key skills Energy and enthusiasm for the education of young people Ability to utilise an effective range of teaching and learning styles Ability to create a learning environment that values all students equally and enables all to achieve 	Application form Interview Tasks
KNOWLEDGE	
<ul style="list-style-type: none"> Excellent professional knowledge and understanding A thorough understanding of the relevant programmes of study Knowledge of the principles of good classroom management An excellent understanding of assessment, monitoring, recording and reporting procedures 	Application form Interview Tasks

COMMITMENTS

- Commitment to equal opportunities
- Commitment to achieving high standards
- Commitment to all aspects of inclusive education
- Commitment to the ethos and life of the school
- Committed to teaching and to further professional development

Application form
Interview
Tasks

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process, an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.