JOB DESCRIPTION

ROLE TITLE	Computer Science Subject lead with form tutor responsibility
CONTRACTED HOURS	32.5
LOCATION	Haverhill
GRADE / SCALE POINT	MPS/UPR plus SEN point (£28000 to £43685 plus SEN allowance of £2384)
REPORTING TO	Deputy Headteacher

INTRODUCTION

Churchill Special School caters for 70 pupils aged between 8 and 18 working at age related expectations or just below. Our pupils have language and communication difficulties and high functioning autism. Pupils at Churchill school are at the centre of everything we do. We have high expectations for both behaviour and achievement and see that every learner has a unique personality and talents to be developed. We are part of Unity Schools Partnership.

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

General Duties

The Current School Teacher's Pay and Conditions Document describes the duties that are required to be undertaken in the course of employment. In addition certain particular duties are required to be exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that their professional duties are discharged effectively.

This Job Description is a description of the job to be undertaken and performed to the satisfaction of the Headteacher by the postholder. It does not form part of the contract of employment.

Main Duties

- Teach Computer Science lessons across the school with a form tutor responsibility.

- The ability to teach other subjects if necessary

- To ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;

- Maintain the positive ethos and core values of the school, both inside and outside the classroom;

- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;

- Implement agreed school policies and guidelines;

- Support initiatives decided by the Headteacher and staff;

- Plan appropriately to meet the needs of all pupils, through differentiation of tasks;

- Be able to set clear targets, based on prior attainment, for pupils' learning;

- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;

- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;

- Report to parents on the development, progress and attainment of pupils;

- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;

- Participate in meetings which relate to the school's management, curriculum, administration or organisation;

- Communicate and co-operate with specialists from outside agencies as required;

- Lead, organise and direct support staff within the classroom;

- Participate in the performance management system for the appraisal of their own performance, or that of other teachers.

- To contribute reports for the annual reviews.

Subject Leadership

To provide professional Leadership and Management to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

To keep up to date with specific subject developments and to show expertise by applying this knowledge and understanding.

To assist other staff by:

- Securing commitment to a clear aim and direction for Computer Science.

- Prioritising, planning and organising

- Working as part of a team

- Dealing sensitively with people, recognising individual needs and taking account of these securing a consistent team approach to raising achievement in the subject

- Acknowledging and utilising the experience, expertise and contribution of others

- Setting high standards and providing a role model for pupils and other staff

To have the professional competence and expertise to:

- Seek advice and support where necessary

- Command credibility through the discharge of duties

- Use expertise to influence others in relation to the subject

- Make informed use of research and inspection findings

- Apply good practice to and from other subject areas

The subject leader should be able to:

- Judge when to make decisions, when to consult with others and when to defer to the Headteacher or the Senior Leadership Team.

- Analyse, understand and interpret data and information

- Anticipate and solve problems and identify opportunities

- Have the ability to make points clearly and understand the views of others

- Have the ability to plan time effectively and to organise well

- Evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement

- Provide those teaching the subject with support, challenge and information

- Identify appropriate resources for the subject areas and ensure that they are used efficiently, effectively and safely

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;

2. Take ownership of individual performance management, keeping a continuing professional development portfolio;

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;

4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Qualifications	• Qualified Teacher status • Evidence of continuous INSET and commitment to further professional development	• Experience of working with children with Special educational needs especially those with speech, language and communication difficulties or those on the Autistic spectrum, this may be in a mainstream environment
Teaching and Learning	• Proven good teaching skills • Has recent and successful experience of teaching pupils up to GCSE Level • Will support the aims and ethos of the school • Is committed to high standards of children's attainment and continuous school improvement • Is a reflective practitioner	• Knowledge of effective approaches for supporting learners with communication difficulties or Autistic spectrum disorders
Knowledge and understanding	• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • Effective teaching and learning styles • Statutory National Curriculum requirements and how to implement them • The monitoring, assessment, recording and reporting of pupils' progress; • The positive links necessary within school and with all its stakeholders	• The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection
Skills	• Promote the school's aims positively, and use effective strategies to monitor motivation and morale; • Develop good personal relationships within a team; • Establish and develop close relationships with parents, governors and the community; • Communicate effectively (both orally and in writing) to a variety of audiences, both in and out of school; • Create a happy, challenging and effective learning environment	
Personal Characteristics	• Approachable • Committed • Enthusiastic • Organised • Patient • Resourceful	