

Curriculum Leader - Computing

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 13 February 2025**.



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 2025.

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 three 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 as a school we work hard to keep pace with all 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 and 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, Class Notebook 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, we also always explore and offer other vocational qualifications that might accredited such as the Level 2 Cambridge National in IT (CNAT). Excellent standards are achieved in both the GCSE and vocational qualifications, with students valuing their courses and the provision.

The subject is also a very popular choice at advanced level. Five periods are given to A level computer science. CTEC Level 3 vocational qualifications in IT. Five periods are allocated to the single award National Extended Certificate, while ten periods are given to students undertaking the double award National Diploma qualification. Starting in September 2025, we will be offering an AAQ in Information Technology to replace the single award, following the outcome of the vocational qualification review. Many of our students further their studies at university in IT-related fields.

TEACHING GROUPS

In Years 7, 8, 9 students are taught in mixed form groups, while in Years 10 to 11, they are taught in option 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 Idea award and a programming club for year 7 and 11. 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 Science Museum, 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 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 Co-Headteachers' PA, Ms P George. 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: Curriculum Leader Computing'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Thursday 13 February 2025**. 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. Please see our extended commitment in our advert.

Read the Job Description on the next page.

Job Description

SALARY SCALE:	TLR 1b	DATE:	January 2025
RESPONSIBLE TO:	The Co-Headteachers / Trustees / 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, Trustees, students and parents/carers.		

1. Main Purpose of the Job

To provide professional leadership and management of the subject team and curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all students.

2. Dimensions

2.1. STUDENTS

Students study the subject across Key Stage 3 and 4. Advanced Levels are offered in the Sixth Form.

2.2. STAFF

A number of staff are managed including other post-holders. Further details are available.

2.3. FINANCIAL

An annual capitation needs to be managed, details of which are available on an annual basis.

3. Principle Accountabilities

- 3.1. To establish and safeguard a focus and commitment to high-quality teaching and learning in the formal curriculum and through additional opportunities, including extra-curricular activities, and ensure that through curriculum provision, students gain successes in formal accreditations and personal development.
- 3.2. To agree and support the achievement of student progress targets, ensuring through rigorous monitoring and evaluation a measurable contribution to whole school targets. Analyse and interpret student and staff performance data and facilitate intervention strategies to maximise student achievement.
- 3.3. To create, monitor and evaluate team and subject improvement plans, which actively involves all subject staff in their implementation and positively supports the achievement of the School Development Plan (SDP).
- 3.4. To ensure effective and equitable delegation of responsibilities and to provide regular feedback for team members in a way that recognises good practice and supports their progress against performance management objectives resulting in a tangible impact in student learning across the subject(s).
- 3.5. To review and report, to the designated member of the Senior Leadership Team (SLT) and governors, on the standards of leadership, teaching and learning in the subject area(s) consistent with the school's self-evaluation procedures, thereby leading to a continual focus on school improvement. To provide regular progress checks to the SLT on all successes, issues and concerns relating to the subject area(s), ensuring full awareness amongst the SLT.
- 3.6. To consult with designated subject teachers and support staff to ensure they understand and are actively implementing the aims and development aims of the school and all agreed school policies and that they understand key school targets and their part in the achievement of them.
- 3.7. To establish a comprehensive faculty handbook carrying forward school aims and policies, and identifying resource needs. Engaging all subject staff in the creation and implementation and review of schemes of work which encapsulate key learning strategies in the school.

- 3.8.** To ensure optimum deployment of staff and effective organisation of resources. To plan, oversee and evaluate the budget allocation for the subject or team to ensure spending is in line with the principles of 'Best Value'.

4. Core Competencies

The following core competencies are expected of the post holder.

TITLE	DEFINITION	LEVEL
Challenge & Support	A commitment to do everything possible for each student and to enable all students to be successful	4 - challenges others in the students' best interests
Conceptual Thinking	The ability to see patterns and links, even where there is a lot of detail	2/3 - sees patterns/uses concepts
Developing Potential	Works to develop the long-term capabilities and potential of others	4 - creates development opportunities
Drive for Improvement	Relentless energy for setting and meeting challenging targets, for students and the school	4 - sets and tackles challenging targets
Flexibility	The ability and willingness to adapt to the needs of a situation and change tactics	3 - changes tack
Holding People Accountable	The drive and ability to set clear expectations and parameters to hold others accountable for performance	4 - confronts poor performance
Impact & Influence	The ability and drive to produce positive outcomes by impressing and influencing others	3 - calculates an impact
Team Working	The ability to work with others to achieve shared goals	4 - build team spirit

5. Knowledge and Experience

- 5.1.** 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 as will experience of responsibility for the leadership and management of a curriculum or pastoral initiative.
- 5.2.** 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 an excellent understanding of assessment, monitoring, recording and reporting procedures. They will also have knowledge of subject-specific trends, national initiatives and statutory requirements.

6. Performance Standards

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

7. Organisation Chart

Separately available.

8. Additional Information

- 8.1.** 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.
- 8.2.** 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.

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- 8.3.** You will be required to undertake other duties as may reasonably be expected.

9. 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 contract. Within such conditions of employment, the description of your post is as follows:

9.1. CURRICULUM

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

9.2. 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 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.

- 9.3.** 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 Headteacher's direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

- 9.4.** 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.

- 9.5.** 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.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
Qualifications and training	<p>Degree or good professional qualification.</p> <p>Qualified Teacher Status.</p> <p>Successful DBS and safeguarding clearance.</p>	<p>Evidence of in-service training / higher qualifications if teaching for more than two years.</p>	<p>Application form.</p> <p>Proof of qualifications.</p>
Experience	<p>Experience of successfully teaching main subject(s) to at least Level 2 (GCSE/vocational).</p>	<p>Teaching experience in a school with a Sixth Form and successfully delivering Level 3 (Advanced Level) qualifications.</p> <p>Pastoral work, including experience as a form tutor.</p> <p>Involved in organising and/or supporting extra-curricular activities.</p> <p>Serving as an examiner or moderator.</p>	<p>Application form / letter.</p> <p>Interview.</p> <p>Reference.</p>
Skills, attributes, and personal qualities	<p>Written and spoken fluency and accuracy in English.</p> <p>Excellent attendance and punctuality.</p> <p>Excellent inter-personal skills.</p> <p>Competence in ICT.</p> <p>High-quality organisational skills.</p> <p>Ability to work to deadlines and, on occasion, under pressure.</p> <p>Ability to explain ideas clearly and succinctly.</p> <p>Ability to utilise an effective range of teaching and learning approaches.</p> <p>Ability to create a learning environment that values all students equally, enabling all to achieve.</p>	<p>An ability to use, or experience of, on-line learning platforms.</p>	<p>Application letter.</p> <p>Interview.</p> <p>Reference.</p>
Professional knowledge & understanding	<p>A thorough understanding of exam board syllabuses.</p> <p>Knowledge of the principles of good teaching and learning and of classroom management.</p> <p>An excellent understanding of assessment, monitoring, recording and reporting procedures.</p> <p>A thorough understanding of current subject initiatives.</p> <p>Understanding the pastoral role of schools.</p> <p>An understanding that students are likely to learn at different rates and to</p>	<p>An experience of working with other organisations and agencies to provide support and learning opportunities.</p> <p>A desire or ambition to develop professionally within the school.</p> <p>A good understanding of what constitutes value-added good student progress in an educational setting.</p> <p>A thorough understanding of current educational initiatives.</p>	<p>Interview.</p> <p>Reference.</p>

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
	require different levels and types of support to succeed.		
Commitments & philosophy	<p>A belief in the positive impact of high-quality teaching on the lives of young people and a commitment to achieving high standards.</p> <p>A commitment to providing learning opportunities beyond the school day.</p> <p>Commitment to equal opportunities and to all aspects of an inclusive education.</p> <p>Commitment to the ethos and life of the school.</p> <p>Committed to teaching, to self-reflection and further professional development.</p>	<p>A commitment to always share best practice.</p> <p>A commitment to providing high quality learning experiences for the whole community.</p> <p>A commitment to working with other partners in education and business.</p>	<p>Application letter.</p> <p>Interview.</p> <p>Reference.</p>

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.