Curriculum Leader for ICT and Computing

at Ratton School

SOUTH DOWNS
— LEARNING TRUST —

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INFORMATION FOR PROSPECTIVE APPLICANTS

Terms of Employment

Grade: TMS/UPS + TLR 2 (£4,686)
For a suitably experienced candidate there may be a leadership opportunity for IT systems across the trust, in which case the salary will be subject to negotiation.

Hours: Full time

Contract: Permanent

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Deadline and Interview Dates

Closing Date: **Midday on Thursday 9th February**

Interviews: **Wednesday 22nd February**

Early application is encouraged as we reserve the right to consider applications on receipt and to appoint before the deadline.

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How to Apply

If you would like to apply for this post please use the application form available at Vacancies | Ratton School which should be emailed to Lorraine Barrow, Trust Executive Assistant, at lbarrow@ratton.co.uk by the closing date. Please remember your supporting statement should set out how your experience to date fulfils the criteria set out in the person specification for this post.

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Further Information

If you require any additional information, have any questions, or would like an informal conversation regarding the position, please contact Mark Hatton, SAHT, at mhatton@ratton.co.uk

WELCOME LETTER FROM THE HEADTEACHER AND EXECUTIVE HEADTEACHER

Dear Applicant,

Thank you for your interest in Ratton School and for considering us as your next career move. We hope our application pack is clear and informative and gives you a sense of our high aspirations for all our students.

We became a converter academy on 1st August 2012 and joined with Ocklynge Junior School on the 1st December 2017 to form the South Downs Learning Trust. The aim of our trust is to provide an outstanding educational experience for all learners in our schools. We want both schools to retain their own identity whilst working together to support the learning of everyone in the Trust community. Our aim is to develop a sustainable and exciting educational experience that places our students at the centre of all that we do and develop a community of primary and secondary academies that are the first choice for students and families in Sussex, with an outstanding reputation for high aspiration and high achievement.

Following the promotion of the current post holder, we are now looking for a well-qualified and talented Curriculum Leader for ICT and Computing to provide a stimulating and dynamic environment for our students. The successful candidate will need to lead the department in fostering a love of their subject through enthusiasm, expertise and excellent leadership. They will be committed to the opportunities computing can provide and be keen to explore these both within and beyond the classroom.

For a suitably experienced candidate there may be a leadership opportunity for IT systems across the trust, in which case the salary will be subject to negotiation.

The Computer Science and ICT department develops students' understanding of modern computing technology in Years 7, 10 and 11. Students in these years learn how computers work, how to program software and how to use a wide range of business and creative software.

Staffing

Our specialist ICT and computer science teachers are supported by a team of technicians. We are always keen to innovate and to grasp opportunities which will help our students succeed and keep us at the forefront of Computing and ICT development.

Accommodation, Resourcing and Facilities

The Department is housed in dedicated ICT suites equipped with latest generation multi core desktop workstations with solid state drives. All computers are networked and run software including the full Visual Studio suite, Processing, Python and the Adobe CS suite of applications. Students' work is tracked and marked using MS OneNote.
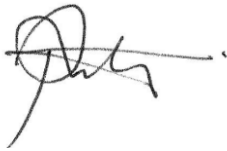
Curriculum

At Key Stage 3 students now can study different elements of the Computing and ICT curriculum, one lesson per week. Students will have experience of Coding in different languages, games development and key IT skills involving graphics editing and spreadsheets, amongst others. All skills covered in Key Stage 3 are in place to allow students to be prepared for the options that could follow in Key Stage 4.

At Key Stage 4 students have the opportunity to study either GCSE Computer Science or an approved ICT course for their year of study (currently BTec Digital IT). Both options are very popular amongst our students.

We offer an incentive package which includes:

- A comprehensive induction programme for new staff to the academy.
- On-going investment into your career development through appropriate CPD.
- Support and mentoring by a strong Senior Leadership Team and other experienced leaders.
- Access to the Bike 2 Work scheme allowing up to 42% discount on the cost of bikes and equipment.
- Full use of an employee assistance programme supporting wellbeing.
- Staffroom with complimentary tea and coffee.
- Subsidised membership of Benenden Healthcare (affordable alternative to private health insurance).
- On-site parking.
- Free Breakfast Club/After School Club place for staff children at Ocklynge Junior School.
- Enviable setting and extensive grounds.

We look forward to receiving your application and hearing why you believe you have the passion, commitment and talent to join the South Downs Learning Trust.

Paul Murphy
Executive Headteacher

Gavin Peevers
Headteacher

OUR VISION AND ETHOS

Our Trust aims to providing an outstanding educational experience for all students and children with both schools retaining their own unique identity and working closely together to help develop a sustainable and exciting educational experience that places our students and children at the centre of all that we do.

Weblink for Ratton School: www.ratton.co.uk
To see the school in action: https://youtu.be/U0fkj_fMGZc

The vision of 'achieving excellence' is underpinned by six virtues:

Compassion – Showing kindness and caring for other people and the environment.
Respect – Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language.
Creativity – Being curious about the world, solving problems and asking thoughtful questions.
Teamwork - Achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people.
Effort - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge.
Responsibility - Taking responsibility by being in the right place, at the right time, doing the right thing.

Based on this vision and these virtues we tirelessly strive to ensure that:
- Students are happy and confident.
- Students develop their potential.
- We provide for students' wellbeing.
- Teaching is outstanding.
- There is a powerful community spirit and bullying is prevented.
- Communication between school and home is excellent.
- Discipline and values are strong.

RATTON SCHOOL CULTURAL FIT STATEMENT

Compassion

- We believe that you cannot just wish staff and students to be better you must create the conditions for them to grow.

- We believe that you should show kindness and caring for other people and the environment.

Respect

- We believe that putting staff first is the best way to serve the needs of students.

- We believe you should act with respect to others both in and out of school.

Creativity

- We believe an evidence-informed approach to teaching and learning helps us identify what works best in the classroom.

- We welcome diverse ideas to problem solving.

Teamwork

- We believe in a culture of the possible, where we can all make progress beyond what anyone, including ourselves, could have imagined.

- We believe we can achieve together by working as part of a team.

Effort

- We believe hard work is the key to success for staff and students.

- We believe you should put effort into all aspects of school life. Demonstrating resilience when faced with a challenge.

Responsibility

- We believe that we all have a professional obligation to improve.

- We believe basic literacy and numeracy are essential to students making good progress.

CL ICT & COMPUTING - JOB DESCRIPTION

JOB PURPOSE

To provide professional leadership, management and co-ordination of ICT and Computing in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students in the curriculum and beyond.

AREAS OF RESPONSIBILITY AND KEY TASKS

Ensure that students achieve outstanding progress through:

- Leading a team which plans, develops, monitors and evaluates the ICT and Computing programmes of study, schemes of work and lesson plans so that all learner needs are met.
- Promoting strategies to develop the quality of teaching in ICT and Computing to secure high-quality learning for all students.
- Monitoring and holding teachers to account for the quality of learning and teaching (including planning and assessment) in their ICT and Computing lessons to secure consistency and high student achievement.
- Developing, monitoring and evaluating assessment policies and procedures in ICT and Computing that are consistent with whole school expectations so that all students and their parents know how well they are doing and what they need to do to improve.
- Supporting all ICT and Computing teachers to effectively implement Behaviour for Learning policies and procedures in order to secure good behaviour and discipline.
- Monitoring the progress of all students in ICT and Computing lessons in order to identify underachievement and developing strategies to tackle it.
- Principal accountabilities of a classroom teacher.

Leadership of the Curriculum Area

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students
- Effective development of students' literacy, numeracy and information technology skills through the subject
- Teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities, and rights of citizens
- Teachers of the subject know how to recognise and deal with racial stereotyping.
- Establish, with the involvement of relevant staff-, short-, medium- and long-term plans for the development and resourcing of the subject which:
    - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment

- o are based on a range of comparative information and evidence, including the attainment of students.
- o identify realistic and challenging targets for improvement.
- o are understood by all those involved in putting the plans into practice
- o are clear about action to be taken, timescales and criteria for success
- o ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- o effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school

Curriculum Development

- Have lead responsibility for a department or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.

Planning, Teaching and Class Management

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for all groups of students
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor students' work and set targets for progress
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents
- Undertake assessment of students and participate in the school's system reporting to parents
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods
- Ensure that information about students' achievements in previous lessons and schools is used effectively to secure good progress in the subject

- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching

Pastoral Duties

- Be a Form Tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Head of Community to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Contribute to the preparation of action plans, progress files and other reports
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE and citizenship and careers education according to school policy

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-Operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

CL ICT & COMPUTING - PERSON SPECIFICATION

Desirable Qualities	Application	This could be evidenced by:		
		Interview / Selection	Reference	Post Offer Check
Appropriate qualifications for teaching in a secondary school				
1 Graduate (or equivalent)	✓			✓
2 QTS	✓			✓
Appropriate knowledge and experience				
3 Exemplary subject knowledge	✓	✓	✓	
4 An understanding of the national developments in the teaching of your subject	✓	✓	✓	
5 Experience of leading a subject area or the capacity to develop into a Curriculum Leader's role	✓	✓	✓	
Skills and attributes necessary to be a successful teacher				
6 Evidence of being an outstanding teacher	✓	✓	✓	
7 Understanding of how to assess progress in students' work and in their books		✓	✓	
8 Ability to assess the needs of students and to maintain appropriate records to enable student achievement		✓	✓	
9 Ability to assess the needs of students and to maintain appropriate records to enable student achievement		✓	✓	
10 Understand the importance of safeguarding	✓	✓	✓	✓
11 Highly developed classroom management skills		✓	✓	
12 Ability to work closely with colleagues and contribute to the work of the teams in your subject	✓	✓	✓	
13 Ability to relate to and communicate with parents		✓	✓	
Personal qualities necessary to make a positive difference to the life of young people				
14 Enthusiasm for the subject	✓	✓	✓	
15 Ability to be flexible and work under pressure	✓	✓	✓	
16 Being well organised	✓	✓	✓	
17 Desire and potential for further professional development	✓	✓	✓	

EXPLANATORY NOTES

Application Procedure
1) Read carefully all the information about this post.
2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
3) In section 'details in support of your application' please tell us:
a) Why you are applying for this post.
b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged, and we reserve the right to close the vacancy early if a suitable candidate is found

Appointment Process
1) Suitable applicants will be shortlisted for an interview.
2) If you are successful, you will receive an email inviting you to attend an interview. It is therefore important that you give us your email address.

Pre- Employment Checks
The successful applicant will be required to:
1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3) Provide proof of eligibility to work in the UK.
4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5) Complete a Health Declaration form

Conditions of Service
Employment is subject to a number of pre-employment checking procedures – these are given above.
For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.
The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary
Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. We are opposed to any form of discrimination against any individual or group and welcome the fact that our schools include a diversity of individuals from many races and cultures. Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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

LIVING AND WORKING IN EASTBOURNE AND THE SOUTH EAST

With 150 kilometres of coastline and acres of countryside, there are thousands of things to do in East Sussex, whether you're a thrill-seeker, a shopaholic, a nature lover or a foodie - and since you're never far from London, the capital's delights can play a part very easily.

The South East is one of the most desirable places to live in the UK and is home to a number of vast National Parks, including the New Forest, a 500 square kilometre forest where wild ponies roam, the South Downs, the Seven Sisters Country Park and the Ashdown Forest. 300 kilometres of beautiful coastline run from Southampton all the way round to North Kent, varying from buzzing Brighton to sleepy fishing ports, via the striking snow-

white chalky cliffs of the Isle of Wight and Dover with Eastbourne being a very good base to explore the wider region. Find out more about it **here**. Eastbourne is steeped in history while recent investments (and more regeneration on the way) gives the place a gleaming modern charm. As such, the ever-popular seaside town is rich in affordable housing options, top local amenities, and reliable transport connections. Bursting with local colour and serene seaside views, it is nestled between the vibrant city of Brighton and the historic town of Hastings and is a great place to live, ranking number 20 on the happiest place to live in the South East in 2019. It is just an hour and a half to the centre of London by train and is great for those wanting to have the amenities, employment and culture of London on their doorstep, but who equally want to escape the hustle and bustle and enjoy the fresh air and space of the countryside.

From high street stores, markets and independent shops you will be sure to find what you need and then some. At its centre, the

town is bursting with high street classics and is jam-packed with independent businesses dotted around the town, offering a wide range of shops and services including various fashion boutiques, delicatessens, florists, butchers, bakers, interiors and kitchen shops, barbers and hairdressers, gyms and even a couple of country and farm markets. Eastbourne boasts great recreation potential: at the town's borders is plenty of countryside that's ideal for relaxing strolls. If you are an avid hiker, head to the white cliff trail for a very serene and beautiful hike across the South Downs Way with hilltop views of Beachy Head Lighthouse. Take a trip down memory lane by visiting Eastbourne Pier.

This seaside pleasure palace was built in the Victorian era and embodies the spirit of that age.

If piers aren't your thing, you can enjoy an impressive show at Eastbourne Bandstand. This landmark has a sea-blue terracotta tiled roof and plays host to some of Europe's best tribute acts. Every year, the Eastbourne calendar tends to get bigger and better and includes such events as the Aegon International women's tennis at Devonshire Park and the Eastbourne Airshow (held on the seafront), which is free to attend and includes a live music stage and fireworks display.

Eastbourne is also a centre for culture, with the town's local theatres playing host to some of the UK's top talent as well as food festivals, music events and seaside people-watching - it makes for a great day out.

Top 10 things to do in Sussex

- Drusillas Park Zoo, Alfriston
- Royal Pavilion, Brighton
- British Airways i360, Brighton
- Harbour Park, Littlehampton
- 1066 Battle Abbey and Battlefield, Battle
- Rathfinny Wine Estate, Polegate
- Fishers Adventure Farm Park, Billingshurst
- Borde Hill Garden, Haywards Heath
- Herstmonceux Castle & The Observatory Performing Arts (Dance and Drama) Centre, Hailsham

Sources: Keytek, Great British Life, Zoopla, visitsoutheastengland, Yopa, World Guides   1