CANDIDATE INFORMATION PACK:
CURRICULUM LEADER FOR COMPUTING & BUSINESS 2021

Closing date: Monday 8th February 2021
Interview date: Monday 22nd February 2021
Start Date: September 2021 or sooner if available

For more information please contact: Mrs J Griffiths
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1. Letter from Headteacher

Dear Potential Colleague,

Thank you for your interest in the post of Curriculum Leader for Computer Science and Business Studies at Alder Grange School, full details of the post and information about the school are included in this pack.

I have been a part of the Alder Grange family since 1998, and I was appointed as Headteacher in September 2019. I feel passionately about the school, and genuinely love my job. This is because of the school ethos. Alder Grange is a really special place, there are strong, positive relationships throughout the school, and we have a genuine family feel. We have a phrase, 'once an Alder Granger, always an Alder Granger,' which reflects the way everyone feels about the school. Staff retention is high, many staff stay for their entire careers and many families have long standing relationships with the school. I am now in the position where I have taught many of our current parents!

The school focuses on the following key areas:

- Wellbeing – both staff and pupil wellbeing are key priorities in school. We promote mental health awareness, anti-bullying campaigns, emotional health and wellbeing and make use of assemblies, PSE lessons, form time and drop down days to promote these. The school has a 'well-being hub' run by pupils and a culture of talking about wellbeing. This is mirrored with staff, a recent survey conducted on our behalf by Education Support Partnership was overwhelming positive, staff feel happy and supported at work. This is something we work hard on; there is a wellbeing group, sessions on INSET days, and an emphasis on reducing workload wherever possible.

- Behaviour – we are proud of the behaviour of our pupils, and base all our routines upon the 3Rs – Ready, Responsible & Respectful. We work closely with pupils and parents to address behaviour issues: We recognise there are many causes of poor behaviour and we have developed a range of interventions to help pupils to improve their behaviour.

- Curriculum – a broad and balanced curriculum is at the heart of the school, and we have made developing language and reading a priority in all departments. We have a linguistics lesson for all pupils in Y7, 8 and 9, alongside full school 'reading for all' strategies. In KS4 and 5 there is a large offer of courses and we encourage pupils to select course they enjoy and feel passionate about studying. There are strong links to careers, and supporting pupils moving on to their next steps is a priority. We also have 'alternative curriculum' arrangements for small groups and individuals who need an adapted offer.

If, once you have read more about the school, you are interested in joining our 'family'; we would love to hear from you. The closing date for applications is 8th February 2021.

Yours,

Jo Griffiths
Headteacher

2. School Information

We are located in the Rossendale Valley, a beautiful part of East Lancashire, within easy reach of the Pennines, the Yorkshire Dales and only an hour away from the Lake District. It is just over 10 miles north of Manchester and has easy links into the city and other major population centres across the North West. Rossendale is a great place to work, rest and play in a community renowned for its humour and hospitality.

As a school designated "Good" in all areas by Ofsted in April 2017, we are rightly proud of our school ethos and values. Every experience we offer our students must reflect these values, and all members of our team have a role to play.

The school has approximately 60 teaching staff and regards all as 'Leaders'. The Senior Leadership Team is led by the Headteacher Mrs Joanna Griffiths. The Headteacher assumes responsibility for all that the school does and focuses on leading the school's work on strategic planning, self-evaluation and leadership development, school effectiveness and oversight of the day-to-day running of the school and its systems.

The Senior Leadership Team comprises of the Head Teacher, Mrs Joanna Griffiths; two Deputy Heads: Mr Simon Varley and Mr Kenny Riddell; and the School Business Manager, Mrs Justine Lee. The wider Senior Leadership Group also includes the Assistant Head Teachers, Leading Practitioners, and Senior Operations Managers (non-teaching).

The academic departments are the responsibility of Curriculum Leaders. Teams of Form Tutors are led by Achievement Leaders whose roles are to work as partners with Curriculum Leaders in securing every pupil's academic attainment and personal achievement.

There is a regular calendar of meetings for all these teams and there are various working groups and key committees in operation at any time.

Our commitment to all colleagues' professional development is an important part of our school culture. The school has strong safeguarding procedures and these are used in making all appointments. Alder Grange also has strong Equal Opportunities and Staff Attendance Policies.

The entire school site is designated as a no smoking area. All appointees are required to respect this.

3. Department Information

The Computing and Business Department is a successful department with excellent resources and committed teachers who nurture good working relationships with students. The Department has 3 teaching rooms and all departments use Google Classroom and a number of departments use Google Chrome books in some lessons.

The successful applicant will be experienced in **teaching computing across the age and ability range** up to and including A Level, and will initially lead the delivery of KS3 Computing and Computing at GCSE and A Levels, in addition to leading the small team of highly qualified and dedicated teachers.

There are two other members of the team:
- Mrs G Wood
  - Specialist Teacher, IT (Cambridge Technical)
  - Second subject Business
  - Internal Verifier for BTEC Business
- Mrs R Huddart
  - Specialist Teacher, Business Studies (Cambridge Nationals Enterprise & Marketing / BTEC Business)
  - Second subjects IT & Computing at KS3
  - Internal Verifier BTEC Business
  - Year 7 Achievement Leader

The current post holder, Mr Hackett leaves the school at Easter to join the Open University Team.

At KS3, In addition to weekly Computing lessons, we have recently introduced a 10-week project based lesson at KS3 which helps to develop IT & Business skills including, planning, design, project management, team work and presentation skills. Pupils follow schemes of work which develop knowledge, skills and understanding in preparation for KS4.

At KS4 pupils have the option to study GCSE Computer Science, Creative iMedia and Enterprise & Marketing.

At KS5 we offer Cambridge Technical in IT, A-Level Computer Science and BTEC Business Studies.

4. Post Specification

Post Title: **Curriculum Leader Computing & Business Studies**
Salary Scale: **MPS/UPS + TLR 2.3**
Terms and Conditions: All the post holder's responsibilities are subject to the general Duties and responsibilities contained in the current School Teacher's Pay and Conditions (STRB) Document.

Responsible to: **Deputy Headteacher**
Purpose of the Post:

The school's Values and Aims Statement is founded upon our responsibility to promote the successful growth of the whole child; their intellectual growth and academic attainment, physical and emotional security, health and well-being, their social, moral, spiritual, cultural, creative and aesthetic dimensions and their preparation for adult life as independent citizens. All staff in all teams share a responsibility to help translate this intention into reality. The role of the Curriculum Leader is pivotal.

It is the purpose of this role to ensure that each of these intentions is made reality for every child and young person in their designated year group by overseeing the development of each student in the round, and contributing to the school's strategic thinking, tactical development and operational practices to reinforce the quality of all we do.

Curriculum Leaders play a centrally important role in creating the means for all pupils to fulfil their personal and academic potential. They are responsible for the effective leadership of all aspects of their year curriculum, their departmental team and throughout the everyday life of the school.

Curriculum Leaders are the lynchpins of school improvement. Their principal role is to **lead their teams and manage their resources** in translating the school's ambitions and targets into reality, monitoring operations and **evaluating the quality of provision for pupils in their curriculum area**, responding to evidence as necessary through their development plans and supporting the Continuing Professional Development of their team members.

Curriculum Leaders are encouraged to contribute directly to the evaluation and further development of whole-school systems, contributing to the **think tank role** of the wider Senior Leadership Group and preparing for career progression.

As a Curriculum Leader, the post holder is responsible for the following.
1. Ensuring an ethos of high expectation regarding behaviour, academic progress and attainment and personal achievement across all pupils accessing their curriculum area with specific reference to the 3Rs;

2. Building a strong "team spirit for achievement" across the curriculum area;

3. Generating, consulting upon, refining and implementing strategies for the curriculum area which focuses upon:

    a. the prior attainment levels and personal characteristics of the pupils accessing the curriculum area;
    b. creating and maintaining an evidence-based 360 degree understanding of every child or young person accessing the curriculum area;
    c. developing and organising on-going assessment activities (for example mock examinations) to provide evidence based judgements when department data from grade collections/mock examinations or other similar activities is required. Thus leading to robust, evidence based conversations with pupils/students and their Parents/Carers.
    d. an evidence-based understanding of the nature and needs of vulnerable groups;

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e. the potential of provision beyond the taught curriculum to support the growth of the whole child;
f. the rates of progress, or regression, of individuals or groups within the curriculum area;
g. developments and other factors affecting the curriculum area or sections of the curriculum area;
h. the identification of vulnerable individuals and groups and management of intervention groups
i. Promotion of positive mental health and signposting to relevant support;

4. Leading in ensuring the greatest possible levels of effectiveness of their own and team members in terms of:
    - providing and maintaining a clear vision for the department team about what constitutes outstanding, inspirational provision;
    - ensuring the department team has a clear focus on outcomes, and a passion to deliver the best outcomes possible for every pupil and student;
    - ensuring consistently outstanding levels of engagement across all classes;
    - ensuring all team members are aware of the targets and other expectations on all individual pupils and students, including those in identified vulnerable groups and having a clear oversight of intervention groups;
    - ensuring a collegiate, team-centred approach to "Making Sense" of key data, "Making Choices" in responding most effectively to the implications of these data, "Making It Happen" by securing hard-edged, realistic, appropriate commitments from every member of the team and "Making Revisions" where the progress towards outcomes is rigorously scrutinised and strategies changes as necessary.

    Leading the continuous, systematic monitoring of Pupil Achievement to:
    a. ensure its maximum impact for all pupils accessing the curriculum area, and to devise, with colleagues, responses as necessary,
    b. work in partnership with Achievement Leaders to provide effective responses as needed,
    c. receive information from the ag+ team re incidents and concerns, and identifying barriers to achievement that may trigger such issues.
    d. lead on the completion of the departmental development plans/Script;
    e. Lead on rewards, incentives to include but not restricted to:
        i. Monitoring of associated rewards
        ii. Other rewards and trips as deemed appropriate

5. Leading the department's Performance Management, Personal Professional Development and Self-Evaluation work in order to ensure the highest possible quality of educational experience and level of achievement for every pupil and student.

6. Ensuring all members of the department team are aware of and adhere to the school procedures identified in the Staff Handbook, and the department's procedures and priorities identified in the Department Handbook. It is also the post holder's responsibility to ensure both Handbooks are updated as necessary.

7. Leading the department's work in ensuring that the learning environment, in the fullest sense of the term, supports maximum progress and attainment. This includes:
    a. ensuring an ethos within the department that fully reflects the school's Rights Respecting School Award (RRSA) and Charter.
    b. Identifying obstacles to academic attainment and personal achievement for individual students and vulnerable groups, and in consultation with the appropriate school staff and external partners to respond as necessary;
    c. Ensuring close liaison with all senior staff with regards to implementing the appropriate school policies and strategies that related to the year group;

d. Liaising, as the first point of contact, with parents and carers in matters related to achievement and behaviour including management of departmental reports;

e. Leading on the evaluation of school strategies, policies and procedures as they impact on the curriculum area, and working with SLT in the formulation of appropriate responses;

8. Ensuring learning is supported as effectively as possible by the intelligent deployment of all departmental resources, and accounting for these resources as required.

9. Leading the department team (including support staff where relevant) at a 'strategic' level, by translating into reality:
   - the Values and Aims Statement;
   - the current 5 Strategic aims;
   - the current School and Department Development Plans.

10. Supporting the evaluation of the school's work at 'whole school' level, and contributing to the monitoring, evaluation, review, planning and implementation of all school policies, strategies and procedures.

11. Membership of key leadership and development groups as required and retaining a focus on wider strategic developments affecting the school and department.

12. Being a Form Tutor and taking full part in other curricular/cross-curricular programmes as necessary.

13. Any other reasonable duties as may be required by the Headteacher in the light of developing circumstances.

14. Identifying obstacles to academic attainment and personal achievement for individual students and vulnerable groups, and in consultation with the appropriate school staff and external partners to respond as necessary;

15. Ensuring close liaison with all senior staff with regards to implementing the appropriate school policies and strategies that related to the year group;

16. Liaising, as the first point of contact, with parents and carers in matters related to achievement and behaviour including management of departmental reports;

17. Leading on the evaluation of school strategies, policies and procedures as they impact on the year group, and working with SLT in the formulation of appropriate responses;

18. Leading and ensuring the effectiveness of the curriculum team assigned to the department.

Note:
This Post Specification is subject to annual review and is subject to modification at any time, after consultation with the post holder.

5. Person Specification

ALDER GRANGE SCHOOL - PERSON SPECIFICATION FORM		
Post Title: Curriculum Leader Computing & Business Studies	**Grade/Scale:** TLR 2.3	
Requirements (on the basis of the Job Description)	**Essential (E) Or Desirable (D)**	**To be identified by: Application Form (AF), Interview (I), Reference (R) Other (specify)**
Qualifications		
Qualified Teacher/Instructor Status in the subject area(s) of this post	E	AF, I
Graduate Status in Computing	E	AF, I
Post-Graduate qualifications in the subject area and/or Leadership	D	AF, I
Experience		
Proven capabilities as a successful teacher in the 11-16 or 11-18 age range	E	AF, I, R
Successful experience in Post-16 teaching	D	AF, I, R
Commitment to CPD and professional learning	E	AF, I, R
Proven capacity to use a wide variety of data to identify progress, achievement levels and obstacles to both;	E	AF, I
Effective work in the pastoral dimensions of a school's role (including Form Tutor, Mentor etc.)	E	AF, I, R
Proven record of supporting the philosophy of the UNICEF Rights Respecting School.	D	AF, I, R
Effective Team Leadership: be able to inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	AF, I, R
Evidence of successfully leading/contributing to the improvement and development of classroom practice	E	AF, I, R
Successful experience of meeting the needs of all pupils through high quality teaching and support strategies	E	AF, I, R
Knowledge/skills/abilities		
Excellent Subject knowledge in Computing	E	AF, I
Clear Educational Philosophy	E	AF, I
Excellent subject knowledge	E	AF, I
Excellent subject application	E	AF, I
Sound classroom management	E	AF, I
Proficiency in teaching and learning strategies	E	AF, I

Clear understanding of self-evaluation strategies and a capacity to deploy these effectively in own teaching and the work of the team.	E	I
Understanding of current educational issues	D	AF, I
Excellent inter-personal skills to build and maintain relationships	E	AF, I, R
Demonstrate a capacity for sustained hard work with drive, passion and resilience	E	AF, I, R
Approachable and person-centred, valuing the views of pupils and staff	E	AF, I, R
Inspire trust and confidence across the department/team	E	AF, I, R
Able to prioritise, plan and organise themselves and others	E	AF, I, R

Requirements (on the basis of the Job Description)		
Leadership		
Appropriate preparation for a leadership role	E	AF, I, R
Understanding of national strategic developments	E	AF, I, R
Successful experience in at least one leadership role in a school	E	AF, I, R
Clear understanding of school and department improvement strategies	E	AF, I, R
Other		
Energy, Enthusiasm and Commitment	E	I
Commitment to Equality & Diversity	E	AF, I
Commitment to Health & Safety	E	AF, I
Commitment to sustaining regular attendance at work	E	AF
Commitment to and knowledge of Safeguarding	E	AF, I
Commitment to staff and pupil wellbeing	E	AF. I
Acceptance of high professional standards of dress and conduct	E	I
Prepared by: SLT	**Date:**	January 2021
Note: We will always consider references before confirming an offer in writing.		

6. Other Information

Please also see important advice on completing your application form.

Attendance Policy Statement |This School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

Child Protection Policy Statement | In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

Equality of opportunity | Alder Grange school is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Medical Clearance | Appointment to this post is subject to satisfactory medical clearance. If you are selected for appointment, you will be contacted by Occupational Health who will arrange for you to complete their on-line health declaration form.

Policies | Alder Grange School has a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health & Safety, Acceptable use of IT and Code of Conduct.

Thank you for taking the time to read this information pack.

We wish you every success in any application you may make.