INFORMATION PACK

Position: Curriculum Leader of Computing

Scale: MPS/UPS & TLR 2b (Not suitable for ECT's)

A Letter from the Headteacher

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SADDLEWORTH
SCHOOL

AIM HIGH

Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

Saddleworth is a place where young people are supported to discover their passions, work hard, and develop the skills and character they need to succeed in life. Our curriculum is broad and ambitious, designed to challenge every learner, while our staff provide the care, encouragement and guidance that helps each student thrive.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community; we work and learn together and we support and care for one another.

In April 2025, we were proud to join the Cranmer Education Trust, a family of schools that includes The Blue Coat School, The Brian Clarke CE Academy, St Anne's Academy, The Radclyffe School, Mayfield Primary, St George's Primary, Manchester Nexus SCITT and the East Manchester Teaching School Hub. We joined the Trust because we share the same values and ambitions for young people: a commitment to academic excellence, broad opportunity, and strong community.

The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has grown over the years and we are now able to accommodate 1460 children, organised into five year groups. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500.

We have a dedicated team of teachers and support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,

M. Anderson

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Section 1:
An Introduction to Saddleworth School

Our Mission

To Aim High, Expect the Best for Everyone, and Value Our Community

Our staff

The key strength of the school is the staff. There is a genuine sense of community and all within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

Our geographical area

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school, which enjoys a good reputation, caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

Our school organisation

The school is growing and we have a PAN 1460 but will expand to 1500 by 2026 now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we relocated to a new site with a new school building in 2022. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:30am form time registration. All students have their lunch break from 1.20pm to 2.00pm. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Year Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the 'whole child' and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities.   The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school's high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through or Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

Quick Facts	
Age range	11-16yrs
Local Authority	Oldham LA
Number of children	1456
% FSM	23.49%
% SEN	18.54%
% EAL	1.30%

Our Vision and Values

At Saddleworth, our mission is simple, but powerful:

We Aim High, we expect the best for everyone, and we value our community.

This reflects what makes Saddleworth special and the principles that guide everything we do in the classroom, around school, and across our wider community.

What this means for us
- We Aim High – We set ambitious goals for ourselves and for our students. We do our very best in everything we do, never settling for second best, and encouraging everyone to strive for excellence in learning, in behaviour, and in personal growth.
- We Expect the Best for Everyone – Every young person, every member of staff and every family connected to our school deserves the very best. We believe in fairness, inclusivity, and high standards for all, ensuring that everyone has the opportunity to succeed and feel valued.
- We Value Our Community – Saddleworth is more than a school: it is a community. What we have here is unique and special, and we all share the responsibility to protect it, foster it, and contribute to it. We celebrate diversity, respect one another, and work together to make our school a place where everyone belongs.

Our mission is underpinned by three core values which shape our expectations, decisions and relationships every day:
- Ambition – because aiming high inspires us to set challenging goals and achieve more than we thought possible.
- Excellence – because every student and every member of staff deserves the opportunity to be the best they can be.
- Community – because we are stronger when we support one another, respect each other, and take pride in what we have together.

These values are at the heart of Saddleworth. They ensure that our school is a place where young people can achieve, grow and flourish.

CPD opportunities

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development of their career stage or specific areas of interest.

Equality of opportunity

Saddleworth 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, religion, marital status, sexual orientation and/or medical condition.

Safeguarding

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Saddleworth school is a place where:

- We each feel that we are valued by and belong to the Saddleworth community.
- All work hard and are considerate and courteous towards each other
- We are respectful, compassionate and kind.
- We are all encouraged to explore, find, nurture and develop our passion
- We are ambitious for ourselves and for each other.
- We have high standards and expectations and strive for excellence.
- We embrace success and take pride in our own achievements and those of others
- We develop and encourage a growth mind-set and positive attitudes in ourselves and others
- We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

Department Information:

At Saddleworth, computing incorporates the three strands which are information technology, digital literacy and computer science. Our students engage and complete a range of assignments based around these areas at KS3 and have the opportunity to specialise at KS4 as part of the Pathways Process in Year 9. KS4 courses include OCR GCSE Computer Science and Creative iMedia. KS4 options are allocated 5 hours per fortnight and in KS3, students have 2 lessons per fortnight.

The computing department comprises 2 members of staff with a combined wealth of experience; the successful candidate will be joining a team of professionals working collaboratively to ensure that all students achieve their potential. The ethos of the department is one of mutual support where good practice and effective teaching resources are frequently shared. Open door classrooms promote the sharing of best practice and support our constant drive to develop and improve our pedagogy.

All classrooms have the new fully interactive ViewSonic screens installed. The new school has fully fitted and furnished brand new facilities and software which is an exciting prospect for both staff and students.

Together, we aim to provide a balanced, exciting, creative and an inspiring curriculum which enables our students to build skills, knowledge and concepts that can be incorporated into a number of cross curricular subjects and activities. A strong emphasis is placed on all students achieving their full potential within a culture of high expectations and a drive to ensure that students receive inspirational, challenging and exciting teaching. We believe that supportive, positive working relationships are fundamental to creating an environment conducive to learning where students feel able to achieve.

Section 3: Job Description

Post Title	**Curriculum Leader Computing**
Purpose	- To raise standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress. - To be accountable for pupil progress and development within the subject area. - To develop and enhance the teaching practice of others. - To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupil studying in the department, in accordance with the aims of the school and the curricular policies determined by the governing body and headteacher. - To be accountable for leading, managing and developing the subject area. - To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the designated curriculum portfolio.
Reporting To	**Senior Leadership Link**
Responsible for:	Teaching staff and other relevant personnel within the department.
Liaising with:	Senior leadership team, other heads of department/Faculty, relevant staff with cross-school responsibilities, non-teaching support staff, LEA staff, parents, governors.
Working Time:	195 days per year Full time
Salary/Grade:	**MPS/UPS & TLR 2b**
MAIN (CORE) DUTIES	
Teaching	To undertake an appropriate programme of teaching in accordance with the duties outlined in the job description for all teachers.
Operational/ Strategic Planning	- To lead the development of appropriate syllabi, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department. - The day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources. - To monitor and follow up pupil progress actively. - To be familiar with and to implement school policies and procedures. - To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of pupils and to the aims, objectives and strategic plans of the school. - To lead and manage the business planning function of the department, and to ensure that departmental planning activities reflect the needs of pupils within the subject area, SIP/DDP and aims and objectives of the school.

	▪ To ensure that health and safety policies and practices, including risk assessments, throughout the department are in line with national requirements and updated when necessary, in consultation with the school's health and safety manager.
Curriculum Provision and development	▪ To liaise with appropriate senior leadership team members to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school improvement plan. ▪ To lead and to be accountable for the development and delivery of this curriculum area. ▪ To keep up-to-date with national developments in the subject area, including teaching practice and methodology. ▪ To monitor and respond to curriculum development and initiatives at national, regional and local levels. ▪ To liaise with appropriate senior leadership members to maintain accreditation with the relevant examination boards.
Professional Development and team management:	▪ To work with senior leadership members to ensure that departmental staff development needs are identified and that appropriate programmes are designed to meet such needs. ▪ To be responsible for the efficient and effective deployment of the department's support staff. ▪ To undertake Appraisals and to act as a reviewer for a group of staff within the designated department. ▪ To make appropriate arrangements for classes when staff are absent, ensuring the provision of appropriate work for classes in the department and liaising with the cover administrator to ensure appropriate cover supervision. ▪ To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures. ▪ To promote teamwork and to motivate staff to ensure effective working relations. ▪ To participate in the school's ITT programme. ▪ To be responsible for the day-to-day management of staff within the department and act as a positive role model.
Quality Assurance:	▪ To ensure the effective operation of quality control systems. ▪ To ensure that effective operation of pupil tracking systems according to school practice, including the dissemination of pupil data within the department, setting of targets for all pupils, regular monitoring of pupil progress, identification of underachievement and appropriate follow-up action. ▪ To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles. ▪ To contribute to school procedures for lesson observation. ▪ To implement school quality procedures and to ensure adherence to those within the department. ▪ To monitor and evaluate the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. ▪ To seek/implement modification and improvement where required.

Management Information:	▪ To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system. ▪ To make use of analysis, evaluate performance data provided and produce reports as appropriate. ▪ To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. ▪ To produce reports on examination performance, including the use of value-added data. ▪ To provide the governing body with relevant information relating to departmental performance and development.
Communications:	▪ To ensure that all members of the department are familiar with its aims and objectives. ▪ To ensure effective communication/consultation as appropriate with the parents of pupils. ▪ To liaise with partner schools, higher education, industry, examination boards and awarding bodies and other relevant external bodies. ▪ To represent the department's views and interests.
Marketing and Liaison:	▪ To contribute to school liaison and marketing activities, e.g. collection of material for press releases. ▪ To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at open days/evenings and other events. ▪ To promote the development of effective subject links with external agencies actively.
Management of Resources:	▪ To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the departmental budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records. ▪ To work with the appropriate senior leadership team member to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed. ▪
Pastoral System	▪ To monitor and support the overall progress and development of pupils within the department. ▪ To monitor pupil targets and attendance, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. ▪ To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description for teachers. ▪ To contribute to PSHCE, citizenship and enterprise according to school policy. ▪ To ensure the behaviour management system is implemented in the department so that effective learning can take place.
Additional Duties:	▪ To play a full part in the life of the school community, to support its "Aim High" ethos by "Empowering and Inspiring" all with whom you work.

	- To continue personal development as agreed. - To engage actively in the Appraisal process. - To undertake any other duty as specified by the STPCB not mentioned in the above.

Other Specific Duties:

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Section 4: Person Specification

Expertise	Essential	Desirable
Qualifications	- Graduate **(A)** - Qualified teacher status **(A)** - Evidence of continual professional development **(A)**	- Further higher education qualification beyond first degree level **(A)** - NPQML or similar **(A)**
Experience	- Experience of leading and managing in a secondary school **(A/I/R)** - Successful and proven track record teaching across the ability range 11 – 16 **(A/I/R)** - Has initiated and successfully managed change **(A/I)**	- Experience of leading a successful Computing department **(A/I)** - Experience of the needs of students from different ethnic backgrounds **(A)** - Experience of working in a school with a similar context **(A)**
Leadership and Management	- Ability to lead, motivate and inspire **(A/I)** - Ability to lead and work as part of a team **(A/I/R)** - Commitment to community education **(A/I)** - Ability to be flexible, resilient and plan strategically **(A/I)** - Ability to prioritise, plan and organise **(I/R)** - Ability to direct and co-ordinate the work of others in a professional manner **(A/I/R)** - Ability to work under pressure to achieve, to have high expectations, lead by example and meet deadlines **(I/R)** - Ability to communicate clearly **(A/I)** - Proven high quality management skills **(A/I/R)**	- Development of broader vision through involvement in relevant organisations outside the school **(A/I)** - Experience of leading whole school in-service training for staff **(A/I)** - Proven ability to raise standards of progress and achievement **(A/I)**
Professional Competence	- An unrelenting passion for Computing and engendering a love of the subject in pupils - Proven record of helping all students to achieve high standards and to fulfil their potential **(A/I/R)** - Expertise in using data to establish benchmarks and set targets for improvement **(A/I)** - Experience and expertise in developing and implementing successful assessment, and	- Understanding financial principles and procedures associated with a departmental budget **(I)** - Experience and expertise in the deployment of staff during the timetable construction process **(A/I)** - Experience, expertise and a strong understanding of the analysis of data in a departmental context and the

	associated QA processes in Computing **(A/I)** ■ Ability to maintain the high profile of the school within the wider community **(I)** ■ Experience of effectively monitoring and evaluating departmental provision and performance **(A/I)** ■ Working knowledge of relevant legislation and current educational issues **(I)** ■ Expertise in the use of ICT as a management and educational tool **(A/I)** ■ Excellent record of attendance and punctuality	subsequent action planning process **(A/I)** ■ Experience of working with and supporting other schools
People and Relationships	■ Deal sensitively with people and help to resolve problems **(I/R)** ■ Take firm action when appropriate **(I)** ■ Demonstrate courtesy, integrity and be approachable and fair **(I/R)** ■ Create and secure enthusiasm and earn the confidence of staff, students parents and governors **(A/I/R)** ■ Develop appropriate working relationships with all in the school community **(A/I/R)** ■ Have energy drive and enthusiasm to lead projects through to completion **(I/R)** ■ Encourage staff development by building on existing strengths within the department and in the school as a whole **(I)** ■ A visible and effective presence around school **(I/R)**	
Communications	■ Effective oral and written communication to a wide range of audiences **(A/I)** ■ Effective agenda setting and chairing of meetings **(I)** ■ Consult and negotiate effectively **(I)**	

A = APPLICATION FORM AND SUPPORTING LETTER
I = INTERVIEW PROCESS
R = REFERENCE