

‘We will endeavour to be a learning community, with a culture that promotes excellence, equality and high expectations for pupils, staff, parents and governors’

**Job Title**: Director of Computing (TLR 2B)

**Responsible to**: SLT Line Manager

**Overall purpose**: To lead the development of policies, plans, targets and practices in the department, within the context of the school’s aims and policies.

To use the department as a vehicle to support the priorities identified in the School Improvement Plan.

To promote highly effective practice and pedagogy within the department in order to maximise pupil performance.

To ensure that all pupils achieve at least expected progress against their starting points and that subjects within the department contributes positively to a range of key performance indicators

**Responsible for**: Leading Computing across KS3 and KS4

***The main duties of the post will be to:***

* + Secure student achievement in Computing through contributing to the development of an innovative curriculum and high quality learning and teaching;
  + Coordinate the production, monitoring and review of Computing schemes of work/learning resources;
  + Provide support for teachers (specialist and non-specialist) who contribute to the delivery of Computing
  + Ensure that all teachers of Computing submit regular and robust data to enable accurate tracking of pupil progress;
  + Present progress data at a range of RAP (Raising Attainment Plan) meetings;
  + Undertake regular and rigorous analysis of key cohorts e.g. Disadvantaged/Most Able and SEND in order to identify and close any achievement gaps;
  + Use data analysis to plan and coordinate intervention strategies across KS3 and KS4;
  + Monitor the quality of teaching and learning across the department;
  + Ensure that school policies and procedures are fully implemented across Computing
  + Generate the departmental development plan as directed by SLT;

***Key Accountabilities***

1. **Support and development of the subject**

* To review and implement policies and practices for the subject which reflect the school’s commitment to high achievement and effective teaching and learning;
* To use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective strategies to support those pupils;
* To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvements;
* To lead the implementation of identified initiatives and their monitoring and evaluation;
* To lead relevant staff in supporting short, medium and long term plans for the development and resourcing of the subject;
* Ensure that plans contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
* Ensure that plans are based on a range of comparative information and evidence, including in relation to the attainment of pupils;

2. **Teaching and Learning**

* To lead on and sustain effective teaching of the subject for self and others, evaluate the quality of teaching and standards of pupils’ achievements and set targets for improvement;
* Monitor curriculum coverage, continuity and progression in the subject for all pupils, including those who are most able and those with special educational or linguistic needs;
* To ensure the implementation of developments and changes required to fulfil curriculum requirements;
* Ensure effective development of pupils’ literacy, numeracy and information technology skills through the subject;
* Implement clear practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
* Use information about pupils’ achievements in previous classes and schools to secure good progress within and across the key stages;
* Ensure effective development of pupils’ individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
* Work with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets;

3. **Leading and supporting staff**

* Provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching;
* Help staff to achieve constructive working relationships with pupils;
* Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
* Liaise with appropriate staff members to ensure that appropriate schemes of work and resources are in place;
* To be responsible for managing/overseeing internal exams and to assist the school’s examination officer in the entry and organisation of Key Stage examinations and any other externally driven exam procedures;

4. **Efficient and effective deployment of staff and resources**

* To manage accommodation, staff, money and equipment effectively within the constraints of the department budget allocation;
* To work with the Deputy Head to ensure the department’s teaching commitments are effectively and efficiently timetabled and roomed;
* Support the effective and efficient management and organisation of learning resources, including information and communications technology;
* Access appropriate resources for the curriculum area and ensure that they are used effectively, efficiently and safely;
* Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
* Liaise with Key Service Staff in the preparation of display work within the subject area;
* Ensure that there is a safe working and learning environment in which risks are properly assessed;

**REVIEW ARRANGEMENTS**

***The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Sharples School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.***

**Prepared/revised by: Ms C Molyneux, Headteacher, March 2025**

***Agreed by Post holder****:* ***Signature:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Person Specification – Director of Computing**

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| Professional Knowledge, Qualifications and Abilities | Criteria | Essential  Desirable | Evidence from |
| Knowledge | Current curriculum, teaching, learning and assessment issues  Principles of effective teaching and assessment for learning  Self-evaluation strategies  Strategies which encourage parents and carers to support their children’s learning | E  E  E  D | Application  Interview  Reference |
| Training &  Qualifications | Relevant teaching qualification  Degree  Proven success as ‘classroom’ practitioner. To be a committed enthusiastic, active person  Knowledge of national literacy and numeracy strategies  Recent participation in range of in-service training | E  E  E  D  E | Application |
| Experience of successful teaching, leadership & management | Success as a member of a team  Experience of successful teaching Computing in more than one key stage  Be ICT literate  Proven track record of excellent pupil progress and achievement at examination level | E  E  E  E | Application  Interview  References |
| Personal qualities and abilities | Model the values and vision of the school  Demonstrate the personal enthusiasm for and commitment to the learning process  Be an outstanding practitioner  Develop, empower and sustain individuals and teams  Inspire, challenge, influence and motivate others to attain high goals  High standards and expectations for all students developing self-esteem and positive attitude in pupils  Accept support from others including colleagues, governors and the LA  Sense of humour | E  E  E  E  E  E  E  E | Application  Interview  References |