



AYLESBURY
GRAMMAR SCHOOL

Founded 1598

Recruitment Pack

HEAD OF COMPUTER SCIENCE

Application Deadline – Noon, Wednesday 6 October 2021

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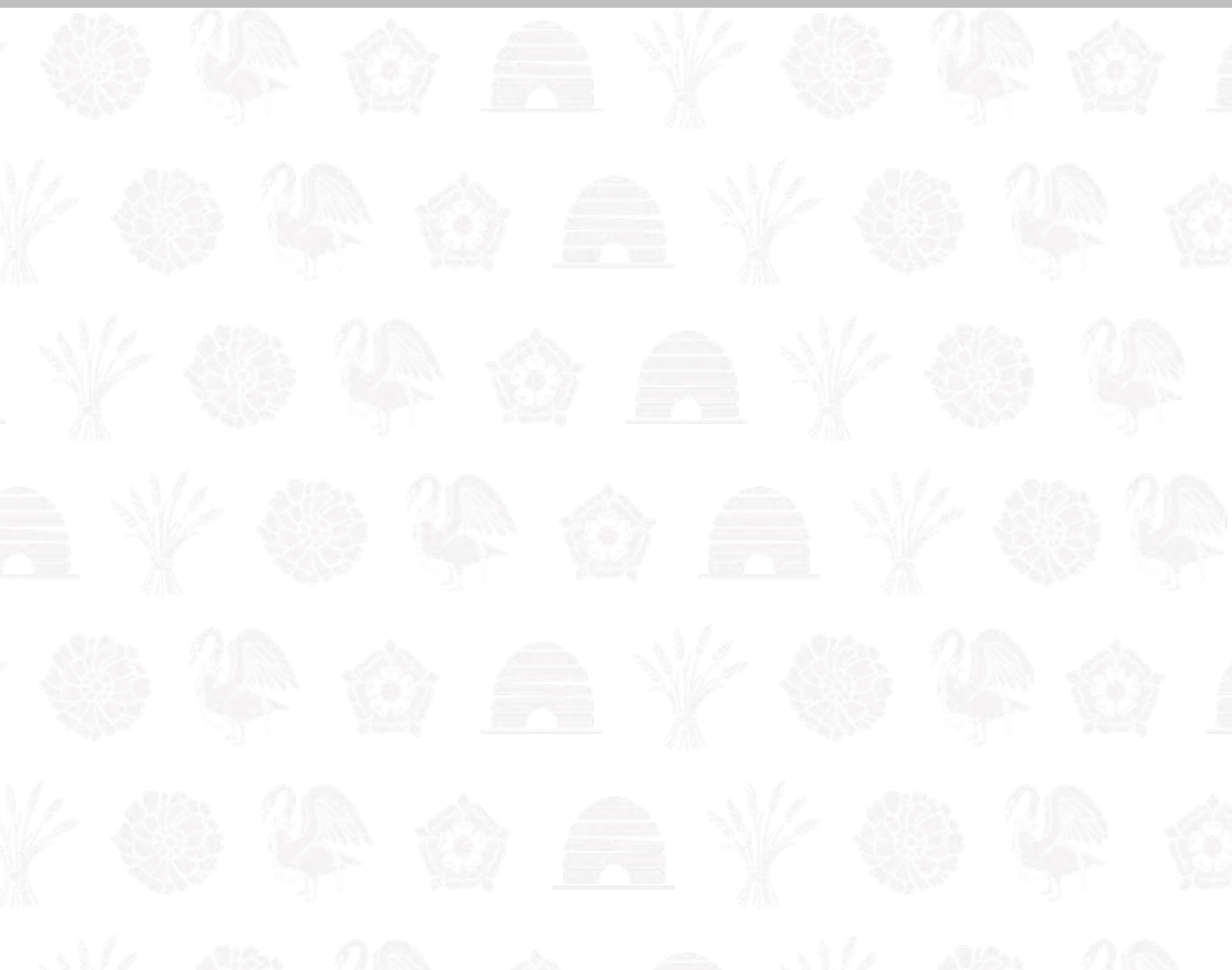
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Welcome from the Headmaster

Dear candidates

Thank you for your interest in Aylesbury Grammar School. I am delighted you are considering being a part of our School.

As a member of our team, you would play a pivotal role in supporting the School to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We have a School community of 1336 students, including over 400 in the Sixth Form. We employ over 140 staff across the School who are all committed to a culture of innovative teaching, learning and achievement through their pioneering expertise and with enviable support from the Governing Body, AGS PTA, the Old Aylesburian and wider Aylesburian community.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring.

Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

Aylesbury Grammar School has occupied the current site in the centre of Aylesbury since 1907 and is a long-standing part of the community. We have an innovative and ambitious School Development Plan to continuously evolve and improve. We benefit from an ambitious refurbishment plan which, in recent years, has included a new Science Centre with 15 state of art Science Laboratories, new Sixth Form Centre, Library, Health and Fitness Suite, and work on the extensive refurbishment of the Art, DT and Engineering building is due to start in the summer 2021, alongside the new School entrance area.

We are a School proud of its past but positioned to define its future. With nearly 425 years of history, we are forward-thinking and dynamic with a focus on exceptional learning and teaching, enrichment, and the development of our staff.

There is a selfless commitment amongst those who work here, and we welcome applications from high-calibre, positive and motivated people.

Kind regards

Mark Sturgeon
Headmaster



Our School



NURTURE YOUR CHARACTER



MOTIVATION

- ENCOURAGEMENT
- CHALLENGE
- RECOGNITION

EMBRACE OPPORTUNITY



INNOVATION

- ADVENTUROUS
- INQUISITIVE
- LIMITLESS

CELEBRATE DIFFERENCE



OWNERSHIP

- EMPATHY
- RESPONSIBILITY
- REFLECTION

LEAD WITH HUMILITY



RESILIENCE

- ADAPTABILITY
- PURPOSE
- TENACITY

FLOURISH IN ALL YOU DO



COURAGE

- FORTITUDE
- ENDEAVOUR
- SELF-EXPRESSION

PASTORAL CARE

- Extraordinary care and support
- Belonging and camaraderie
- Self-expression and identity

CURRICULAR

- Pioneering expertise
- Uncompromised curriculum
- Growth through achievement

EXTRA CURRICULAR

- Life enriching opportunities
- Self-discovery through participation
- Selfless commitment



PRODUCTIVITY



INDUSTRY



LOYALTY



INTEGRITY



UNITY

Our School



Floreat Ailesburia

Founded by Sir Henry Lee in 1598, Champion of Queen Elizabeth I, Aylesbury Grammar School was a 'free School for Aylesbury' with the vision to promote the local area to flourish through educating its young people.

In 1907 the School moved to its present site and became co-educational. In 1959 the creation of Aylesbury High School meant the girls moved next door and Aylesbury Grammar School returned to being a boys' School.

Despite the separate site, our strong links with our sister School remain and provide a unique opportunity for our boys to grow up in their formative years in the company of their female counterparts, whilst also benefiting from the advantages of focused learning amongst their peer group.

This unique collaboration provides a sensitive, mature and well-rounded interaction for our students to develop a true sense of character and to flourish in today's world.



Pioneering Expertise

Employing exceptional staff is the backbone to inspiring our young people to explore for themselves who they want to be and to find their place in the world.

We aim to recruit members of staff who are leading practitioners in their fields or who show outstanding potential. As well as appointing experienced staff, we also train those new to the profession recruited directly from university or those who have been successful in another career and seek a new challenge.

Professional development is at the heart of our approach. Time and resources are available to our staff whatever the stage of their career.

We use professional research and pioneering expertise both in and outside the School. We collaborate with international partners and always look to improve the School, ensuring it is uniquely placed to prepare the next generation of students and staff.



Belonging and Camaraderie

Our well-established House System provides a sense of ownership, belonging and a healthy level of competition and camaraderie.

It has a hugely positive impact on our community and for our students in their academic work, extra-curricular contribution and development into authentic, empathetic and resilient young adults.

For our staff, who are assigned to a House, it provides a shared sense of belonging, loyalty and camaraderie.



Life Enriching Opportunities

We actively promote self-discovery through participation, as well as encouraging the students to attempt new and unfamiliar activities to broaden their horizons.

These life-enriching opportunities are extensive with clubs and activities taking place enhancing classroom learning and enjoyment.

Our colourful range of music, drama, performing arts and clubs/societies provides all students with the opportunity to participate, to collaborate and be part of School life.

Our School



Self-Discovery through Participation

Physical activity is key to maintaining a healthy, active, balanced lifestyle, supporting physical and mental well-being. Our sports clubs and practices are open to all students, irrespective of ability and passion promoting a selfless commitment to their chosen sport.

Whether an elite, representative, House or recreational sportsman, the School encourages and provides opportunities for everyone to participate. School teams and matches involve a large number of students and nearly all students participate in the vast programme of House sports competitions.

Our offering is extensive ranging from cricket, handball, badminton, athletics, rugby, football, swimming, squash, tennis, basketball, and cross country.



Achievements

We are proud and remain humble that our School is consistently celebrated as one of the top state schools in the country – recently the top performing grammar school in Buckinghamshire for Value Added at A Level.

In Key Stage 3, GCSE and A Level, our students make outstanding progress and are prepared for the next stage of their education or chosen career with confidence.

The uncompromised breadth of the curriculum available enables all students to pursue the widest range of careers and studies at university or in the workplace. Through exceptional advice and guidance our students leave the School with aspirations to the most highly ranked courses and careers, at organisations and universities across the country where they will feel fulfilled and happy.



Role Description

HEAD OF COMPUTER SCIENCE

We are seeking a highly motivated, well-organised, innovative leader.

Purpose

- Your overall purpose is to lead, manage and develop your subject in order to inspire and educate students, and to contribute as a middle leader to the general good of the school.

Principal Accountabilities

- To ensure that all students studying your subject make good progress, are well prepared for their external examinations and achieve the very best outcomes possible
- To assist in the recruitment of your subject staff in order to engage the best possible team
- To induct, deploy, support and manage staff working in your subject (including supply staff, technicians and teachers-in-training) to provide the best possible learning and teaching for the students
- To lead, develop and enhance the teaching of all staff working within your subject, and to act as the appraiser for your subject staff
- To help teachers to maintain high standards of work, home learning and behaviour among students within your subject
- To publish high quality, up-to-date schemes of work and other appropriate resources for all courses within the subject

- To lead the self-evaluation and utilise evaluations of the subject by others in order to create and implement the annual subject Development Plan
- To prepare and manage the resource budget for the subject to ensure good value for money, and to manage resources to support learning and teaching
- To ensure that all staff and students work safely in your subject
- To perform other tasks consonant with the role as the Headmaster requests
- To maintain and increase your own knowledge and expertise as a leader, both in the subject area and as a professional in a wider context, through appropriate professional development opportunities

Performance and Development Leader

- The performance and development leader for this role will be the Line Manager for your subject area. They may act as your own Performance Management (Appraisal) Leader and/or will contribute to your annual appraisal. They will discuss and agree with you the self-evaluation and development plans annually



Person Specification

The successful candidate is likely to possess many of the following personal characteristics, experience, skills, and knowledge.

Qualifications (Essential)

- Good honours degree
- Qualified Teacher Status, PGCE or Equivalent
- Evidence of effective professional development in the subject

Experience (Essential)

- Evidence of excellence as a teacher
- Experience of successful teaching of the subject across the key stages
- Experience of curriculum planning
- Evidence of seeking opportunities to develop curriculum understanding
- Very good written and oral communication skills
- Confident in use of IT for student tracking
- Evidence of relevant continued professional development

Experience (Desirable)

- Proven ability to use, manipulate and disseminate data effectively
- Evidence of working with the wider School community e.g. parents, governors

People Leadership & Management Skills (Essential)

- Evidence of building effective working relationships with students, staff and parents
- Command credibility through the discharge of duties and use expertise to influence others in relation to the subject
- Make informed use of research, self-evaluation and relevant review/inspection findings
- Be willing to listen and reflect on feedback from others - colleagues, students and governors;
- Have the ability to think creatively to anticipate and solve problems;
- Be eager to collaborate and network with other professionals within and beyond the school;
- Can hold people accountable for their performance
- An effective team player, working collaboratively with colleagues

Computing Department

Computer Science has been taught at KS3, GCSE and A level since 2014 and has a history including Computer and ICT that dates back to 1984.

Computer Science at AGS has a long history of success. Students have taken part in the British Informatics Olympiad over many years. As opportunities arise, students are entered for various other competitions. In 2006, students won the Microsoft Think Computer Science competition and in 2007 were runners up in a Web design competition organised by the Oxfordshire branch of the British Computer Society. KS3 students regularly perform well in the Bebras International Computational Thinking Competition. Students year 9 and upwards have enjoyed and competed some to the highest standard in the GCHQ Cybery Discovery course. Computing is a popular choice with many students studying the subject at GCSE, and A level (AQA). The main text based programming language used for teaching and learning is Python. In addition students have some exposure to C++, Haskell, HTML, CSS, javascript and SQL at different points in their AGS career. The majority of GCSE students become accomplished programmers in both structured methodologies and A level students produce a significant programming project usually deploying object-oriented programming methodologies and again this is usually examined with the skeleton program for the A level Paper 1. The majority of Advanced Level Computing students proceed to higher education courses in Computer Science or related courses.

The Computing department has two recently refurbished specialist rooms each with a capacity of 33 machines and a further three bookable rooms with plans for further expansion and development. The department has two teachers employed full time teaching Computing. The department is supported by the ICT Leader and a team of technicians. The curriculum at Key Stage 3 is now exclusively focused on Computer science. Students are given opportunities at Key Stage 3 to program in C++, Python, HTML and CSS as well as opportunities to develop algorithmic and computational thinking skills. GCSE Computing (AQA) is currently offered at Key Stage 4.

AGS believes strongly in developing its staff. Therefore, there is good support for auditing and identifying teachers' training needs and then supporting these needs. Staff in the Computing department have attended local and national training courses in the last few years, all supported by the school. The department's own motto is "In excellence lies success" and to achieve this excellence the school has consistently provided excellent support.

Guidance for Applicants

The Role Profile and Person Specification for this role are essential to the selection and recruitment process. They form the starting point for consideration of a candidate's eligibility for interview and guide the selection panel. It is important that you use both documents to prepare your application form. Teacher application forms are to be found on the School website under Vacancies.

The Role Profile sets out the role, tasks and responsibilities to be undertaken by the successful candidate. It is a written statement of what is expected by the post holder. It provides basic guidance on day-to-day tasks and responsibilities. It includes information about the way in which the role should be approached and what the role needs to be successful.

The Person Specification sets out the criteria used to identify the most suitable candidate for the role. It specifies the particular experience, skills, knowledge and personal qualities required. The selection panel will use information from the application form to assess whether a candidate has met the criteria.

We are committed to treating all our applicants fairly and with respect, irrespective of their actual or assumed background, disability or any other protected characteristic.

Shortlisting

The procedure used to arrive at a short list will allow sufficient time for a thorough and rigorous analysis of all applications. A selection panel, the members of which will also make up the formal interview panel, will carry out shortlisting.

Decisions about who is invited for interview will be based on how well applicants meet the role profile and the person specification criteria.

References

References of shortlisted candidates will be requested before the interview. Referees will be contacted via email and, on occasion, may be contacted by telephone.

At least one referee should be your current employer and a contact at your last post working with young people if not currently doing so.

The Interview Day

During the Interview Day, we will take every opportunity to find out if you are the right person for the role. Similarly, it is an opportunity for you to find out more about the School and those who work here. The interview is a two-way process. We encourage you to visit us beforehand if you are able.

The Interview Day will offer you a range of different opportunities to demonstrate your potential to meet the requirements of the post. Some or all of the following activities and procedures may be used:

- Observed discussion with selected members of staff or learners on specific topics or area of leadership and management
- A task in which you may have to complete a practical piece of work which is related to the role, for example a time management or in-tray exercise
- Observation of teaching, if applicable
- A presentation
- A formal interview
- A tour of the School

Guidance for Applicants

The Panel

There will be a panel of interviewers. Interview panels are made up of senior staff and governors. A minimum of one person on the panel will have undertaken Safer Recruitment Training. In making the final decision whether to appoint, the following good practice guidelines will be observed:

- The chair of the interview panel will seek each panel member's assessment of each candidate and use these to inform the final decision
- Sufficient time will be given for the panel to deliberate on the decision
- The chair of the interview panel will summarise each candidate's written application, responses and references to support clarity in coming to judgements
- The method of reaching a decision will include discussion and gradual elimination and will be agreed with the interview panel in advance and made clear to all
- All papers relating to the interview process will be collated, one copy held confidentially, and all other copies shredded
- The statutory requirement that the full Governing Body should ratify appointments at Deputy Headteacher level and above will be fully met
- All appointments are subject to satisfactory references, DBS, proof of Right to Work, satisfactory checks on the Teaching Regulatory Agency and medical clearance

The interview will also include a 'personal' section where suitability for working with young people will be explored including questions on previous experiences. Aylesbury Grammar School is fully committed to safeguarding and promoting the welfare of young people.

Unsuccessful Candidates

Unsuccessful applicants are able to request feedback as a developmental opportunity.

Completed Applications

Completed Applications or for further information please contact:

Donna Miles, Headmaster's PA and HR Officer

Direct Dial – 01296 480223

dmiles@ags.bucks.sch.uk

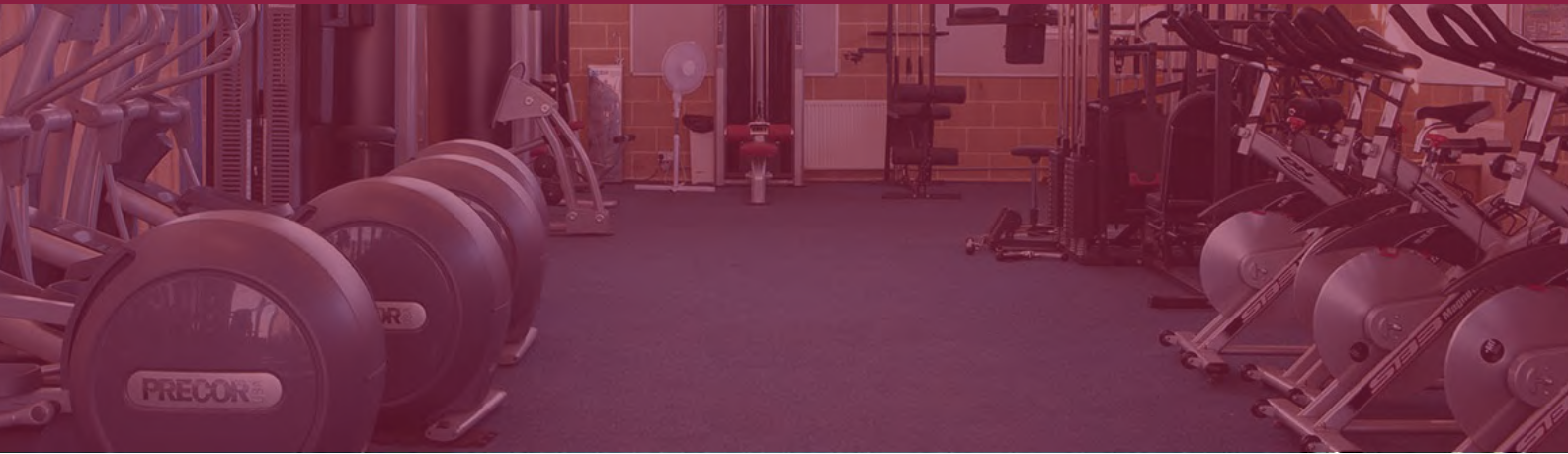
Links

Aylesbury Grammar School Teacher Application Form - <https://www.ags.bucks.sch.uk/about-us/vacancies/>

Equalities Statement - <https://www.ags.bucks.sch.uk/wp-content/uploads/2020/12/Equality-Statement-Objectives-Compliance-Dec-2020.pdf>

Privacy Notice - <https://www.ags.bucks.sch.uk/wp-content/uploads/2019/03/Privacy-notice-for-job-applicants.pdf>

Staff Benefits



Long Service Awards

As a Bucks school we participate in the long service award scheme for 5, 10, 15 and 25 years' service.

5 years - support staff receive an additional 5 days annual leave / holiday pay

10 years – all staff receive a payment of £100

15 years – all staff receive a payment of £150

25 years – all staff receive a gift up to the value of £300

Cycle to Work Scheme

As part of a salary sacrifice scheme a bicycle and accessories can be purchased using the Cycle to Work scheme. Repayments are deducted from your gross monthly salary which means you will pay less income tax and national insurance whilst also spreading the cost.

Support Staff Annual Leave

The annual leave entitlement for full-time employees is dependent on salary range.

22 days for salary range 1-3

23 days for salary range 4-5

25 days for salary range 6-12

A further 5 days holiday is added after 5 years' service.

Parking

Free parking for staff is available on site.

Pension

Eligible staff are automatically enrolled into the relevant pension scheme:

Teachers' Pension Scheme (TPS) for Teaching Staff

Local Government Pension Scheme (LGPS) for Support Staff

Both schemes are Defined Benefit Schemes. That means, the amount you'll receive at retirement depends on your salary and how long you have paid in and not on the performance of any stock market investment.

Employee contribution rates are dependent on salary and range from 7.4% to 11.7% for Teachers and 5.5% to 12.5% for Support Staff.

Aylesbury Grammar School also makes generous employer contributions to both schemes, currently 23.68% TPS, 22.8% LGPS. The minimum contribution a UK employer must make to a pension scheme is 3%.

Life cover is also provided by way of Death in Service benefits payable to your nominated beneficiaries.

Education Support Partnership

Aylesbury Grammar School provides staff with free of charge access to the Education Support Partnership, offering confidential advice and counselling 24 hours a day, 365 days a year.

Use of School Gym

AGS has a large fitness and conditioning room which includes free weights, weight machines, two multi-gyms, exercise bikes, cross trainers, and rowing machines. This facility is extensively used by the students and is staffed by a Fitness and Conditioning expert before school, at lunchtimes and after school. The facility is available for staff use with the agreement of the Director of Sport.

Nurturing Character since 1598



01296 484545
ags.bucks.sch.uk

Aylesbury Grammar School, Walton Road,
Aylesbury, Buckinghamshire, HP21 7RP