Job Application Pack
Head of Computer Science

Permanent, Full time, All Year Round
Salary: MPS/UPS with TLR2A

Welcome from the CEO

Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

S. Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, Bluecoat Bentinck Primary Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

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Our Schools

Bluecoat Aspley Academy

Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds.

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.

Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.

Bluecoat Trent Academy

The Bluecoat Trent Academy opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.

Bluecoat Bentinck Primary Academy

Bluecoat Bentick Primary Academy officially joined of Archway Learning Trust in September 2023, becoming our second primary academy. The school has a proud and rich history of serving the children and community of Nottingham since 1880; we are delighted to be part of its next chapter! Bluecoat Bentinck is a popular, diverse and multi-cultural Academy in the heart of Nottingham City. The Academy's vision of 'Together We Make a Difference' underpins our commitment to work together to achieve our common purpose of transforming lives of the children we serve. Staff at Bentinck are committed to supporting and teaching the diverse cohort of learners, creating the conditions to enable all children to thrive in their education. Bentinck is a happy, calm and welcoming place to be where children are kind, respectful and are proud to represent Bluecoat Bentinck.

Lees Brook Academy

Lees Brook Academy based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.

Alvaston Moor Academy

Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.

The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.

School Locations
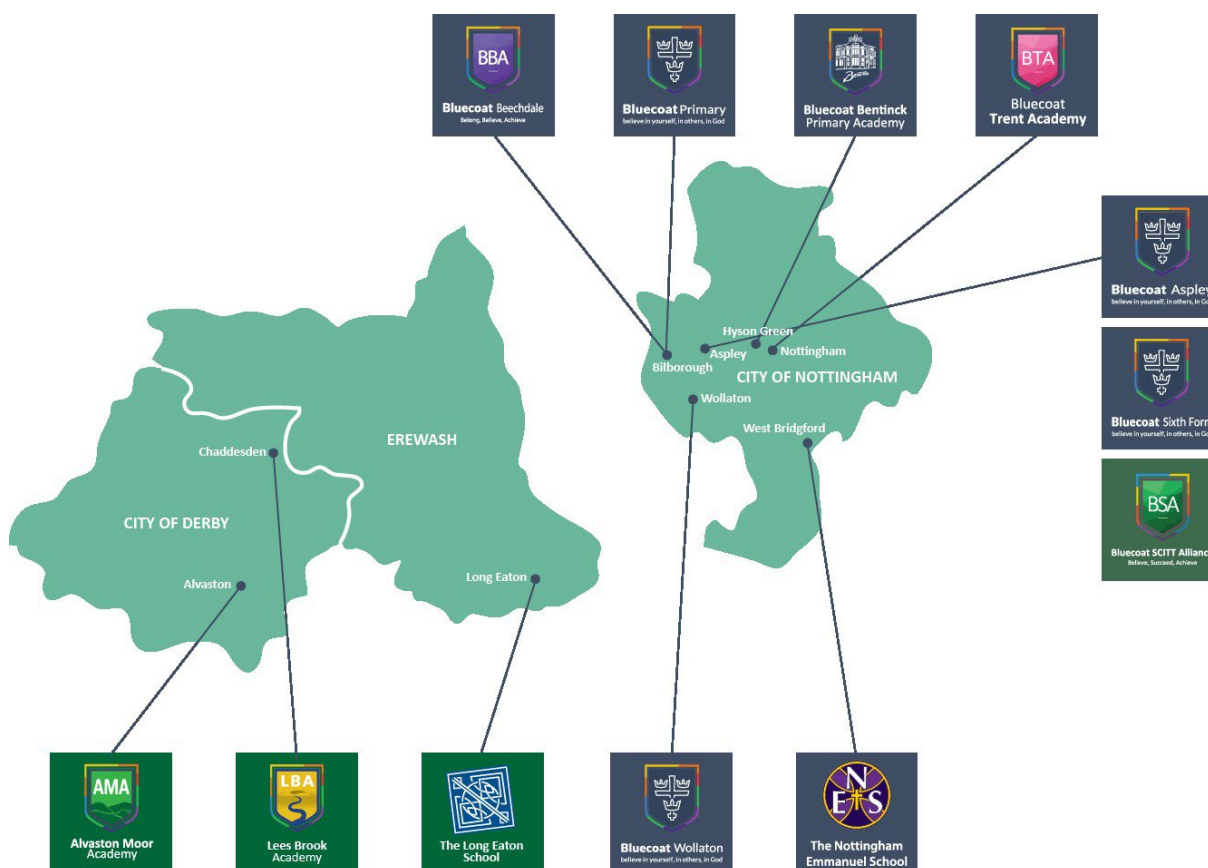
Welcome from the Principal

Sarah Anderson delivers Principal leadership to the Trust's successful and passionate Bluecoat Aspley Academy.

Offering a caring, nurturing and ambitious environment, Bluecoat Aspley Academy enables every member of staff to be the best they can be. We have high aspirations for ourselves, our students, and the community we serve. Whilst we are extremely proud of our reputation for academic excellence, we place equal value on ensuring students grow and develop personally, socially, and spiritually, leaving us thoroughly prepared to become well rounded and successful citizens in a modern society.

We make no apologies for the high standards that we have here at Bluecoat Aspley Academy. We expect our staff to role model excellent behaviour, attendance, and attitudes to learning for our students. We are absolutely delighted that during our most recent Ofsted inspection (June 2024) Ofsted reported that we continue to be a 'good' academy and praised our high expectations and inclusive and diverse make-up. All at Bluecoat Aspley Academy are very proud of our rich history, faith, and belief as well as our truly inclusive nature. Our vision is to ensure that all students make progress, regardless of their background, ability or starting point and we celebrate the impact of our specialist SEN provision on site.

We also expect our staff to be excellent too, and this is why we put staff training at the centre of our professional development offer. This is because it is only by delivering inspirational teaching and first-class support that ignites a love of learning and instils a belief in learners that anything is possible. Belief is central to all we do: we believe in ourselves, in others, in God and it is this belief that ensures Bluecoat Aspley Academy continues to offer the best educational experiences possible for our students, our staff and our community.

Sarah Anderson
BAA Principal

The Vacancy

The Trust is seeking to appoint a self-motivated and passionate candidate who can fulfil the role of Head of Computer Science at Bluecoat Aspley Academy.

We are looking to appoint a knowledgeable and passionate teacher, who will take on the leadership of this valued and popular subject. The successful applicant will work closely with SLT to recruit and grow the departments as well as working with colleagues across the Trust to develop the curriculum and educational provision within Computer Science. We are looking for leaders who have the ambition and commitment to shape the school into an outstanding provider.

The post holder will work alongside the Senior Leadership Team in achieving the strategic vision of the school. Candidates will need to be visionary and creative in the decisions they make around suitable qualifications and in their subsequent implementation. The successful candidate will also be responsible for implementing the Academy's Teaching and Learning Framework within the Computer Science team over time. They will work hard to ensure that all children in the school achieve, whatever their starting point, and will be fully committed to going above and beyond to ensure our students receive the very best in terms of opportunity, education and care.

Collaboration and CPL are of high importance within the Trust therefore a robust programme of training will be provided, particularly for areas where candidates have less experience. We would also be keen to hear from inspirational teachers who, as yet, have less leadership experience but feel that they can identify with the plans for and purpose of the school.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience. The role will be based at the Trust's Bluecoat Aspley Academy but the post holders may at any time be required to support or work at any of the sites within Archway Learning Trust.

Applications

For more information about Bluecoat Aspley Academy and the vacancy, please visit www.bluecoataspley.co.uk/vacancies. To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

Closing Date: 9am, Monday 10 March 2025
Interview Date: w/c 10 March 2025
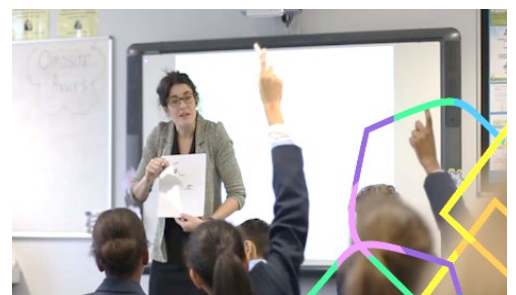
Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from the HR Department within two weeks of the deadline, please assume that on this occasion your application has unfortunately not been successful.

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe as a Church of England Trust that a Christian ethos underpins and informs all that we do.

Mission
We are a fully inclusive family of learners, providing nurture and an outstanding educational experience for all to grow and flourish

Vision
To transform the lives of all through the power of working together

Values
Excellence | Collaboration | Inclusion

Working Together, Transforming Lives

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

Job Description

POST TITLE: Head of Computer Science

GRADE: MPS/UPS plus TLR2A

MAIN PURPOSE: Strategic Leadership of Computer Science teaching
Promoting the highest standards of behaviour in order to promote a calm working environment in the Academy, and to create an atmosphere conducive to learning

RESPONSIBLE TO: Principal

RELATIONSHIPS WITH: Senior Leadership Team
Heads of Department and Lead Teachers
Year Leaders
SENCo / Teaching Assistants
Support Staff
Other teachers
Parents
Local community and educational providers

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
   - Acceptable Use of IT Policy
   - Code of Conduct
   - Extremism & Radicalisation Policy
   - Health, Safety and Security Policy & Guidance
   - Keeping Children Safe in Education (Part 1) Guidance
   - Safeguarding Policy and Training Slides
   - Whistleblowing Policy
   - IT Pack including Acceptable Use Statement
   - Health, Wellbeing and Benefits Policy
   - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

INTRODUCTION

The post holder will be required to work in partnership with other Middle and Senior Leaders to provide professional strategic leadership and operational management for the designated areas of the school curriculum. The post-holder has a duty to promote high quality in all aspects of the work of the team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

The Head of Computer Science is also responsible for the development and review of policy and practice in consultation with all members of the faculty. This will involve the establishment of clear principles, aims and objectives for the Faculty within the context of the Academy's mission statement, policies and development plan.

At the Academy we expect middle and senior leaders to be fully committed to:

1. Comprehensive, community education within an urban, multi-cultural environment;
2. The inclusive values and framework of the Academy
3. Working as a mutually supportive team, sharing responsibility, successes and challenges;
4. Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our ethos and aims;
5. Maintaining high personal and professional standards in all aspects of Academy life;
6. A consultative and participative approach to leadership and management;
7. Being forward looking and anticipating change;
8. Their own professional and leadership development.

MAIN RESPONSIBILITIES

You are required to carry out the duties of an Academy teacher as set out in the School Teachers' Pay and Conditions of Service Order.

As Head of Faculty, with the support of other staff, you are responsible to the Principal, through the line manager, for:

1. Leadership and strategic development of the Faculty in line with the Academy improvement priorities;
2. Ensuring that the performance targets in relation to student progress are met across all subjects within the Faculty at KS3, KS4 and and KS5;
3. Exercising professional skills and judgement in effectively leading, managing and further developing the designated areas of the curriculum;
4. Implementing the Teaching and Learning framework of the Academy within the designated curriculum area including staff CPD;
5. Systematically monitoring, review and evaluation of policy and practice within the Faculty;
6. Being highly respected and able to motivate others – to lead, develop and enhance the continuing professional development of the department;
7. Liaise effectively with Year Leaders to embed the Behaviour for Learning policy across the Faculty;
8. The implementation of whole Academy policy and practice;
9. Create a distinctive learning environment within the designated area of the school that inspires students;
10. Contributing as appropriate to whole Academy and wider community development;
11. Undertaking professional duties and administrative tasks as reasonably delegated by the Principal;
12. Participating in whole Academy planning and policy making;
13. Attending staff and other Academy committees and meetings; holding minuted subject meetings in line with Academy policy, involving staff in decision making and reporting back discussions and decisions of other appropriate committees and working groups;
14. Liaison with appropriate agencies outside of Academy, e.g. LA advisors and inspectors, industry, business and the wider community;
15. Have oversight of the Faculty budgets and expenditure;
16. Line-management of a significant number of staff, including the leadership and support of the staff team;
17. Supporting and enhancing the social, moral, spiritual and cultural development of students, both within the designated area and across the school;

18. Responsibility for the monitoring of all examination entries and the ongoing review of accreditation opportunities.

These tasks and accountabilities are intended to be a guide to the range and level of work excepted of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be required to undertake any duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

TEACHER RESPONSIBILITIES

1) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
2) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
3) Keep an attendance register of students in every lesson and following up absence when necessary;
4) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
5) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
6) Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
7) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
8) Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
9) Be effective professionals who challenge and support all students to do their best;
10) Set and maintain high expectations for student behaviour;
11) Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

GENERAL NOTES

1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
3) These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
  - We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
  - Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
  - Employees are expected to maintain a professional relationship with students.
  - Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.
  - Some functions within the Trust are required to wear uniform that will be supplied by the Trust.

PERSON SPECIFICATION – Head of Computer Science

	Essential	Desirable
Qualifications	- Relevant 'A' Levels (or equivalent) and degree - Qualified Teacher Status - Good honours degree (2:1 or better) - GCE A Level in specialist subject grade A*- C	Successful completion of professional qualifications (e.g. NPQs)
Experience	- Substantial successful teaching experience in the appropriate subject area across the full 11-18 age and ability range - Demonstrable impact in raising student achievement and adding value - Completion of relevant CPD - Evidence of being able to lead, manage and be responsible for initiatives/developments across a range of staff - Experience of developing the curriculum	- Evidence of mentoring or coaching other staff to improve their outcomes - Experience of supporting and challenging staff
Knowledge and understanding	- An understanding of current educational developments and a clear grasp of issues relating to education in general and their subject specialism(s) - Raising achievement for all learners - An understanding of leadership and management in Academies/ Schools	- The integration of ICT into all courses - Use of Microsoft Teams
Skills and Abilities	- An ability to work in collaborative partnership with the full range of people associated with the Academy - staff, parents, governors, community, business, LA, OFSTED - An ability to lead, build and work within teams - Excellent teaching skills - Excellent communication skills - Leading teaching and learning across all ages ranges - Leading the implementation of new methods of teaching and learning	Experience of financial planning and budget management

	- Developing resources across the curriculum - High expectations and effective strategies to manage students' learning/behaviour - Confident in using data to support student progress and leading others to do the same - Clarity of vision with an ability to think and plan creatively to anticipate and solve problems - Ambition to deliver outstanding lessons as a classroom practitioner and to coach colleagues to improve their performance - Is committed to continuing professional development	
Personal Characteristics	- Passionate about comprehensive education, inclusion and equal access - Ability to support the important Christian values of the Trust - A willingness to work hard with enthusiasm and vision - Integrity and good judgement - Confidence, independence and flexibility - Able to motivate self and others - Inspires confidence and enthusiasm through very good interpersonal skills - Works under pressure, meets deadlines and remains positive and resilient - Effective organiser and time manager with ability to manage competing and conflicting demands on the curriculum area staffing and resources - Ability to listen, reflect and respond accordingly, building supportive relationships with colleagues to celebrate success and resolve problems and issues - Tact and sensitivity	