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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**Head of Computer
Science or Information
Technology
TLR 2B £4,782**

**DATE:
SEPTEMBER 2022**

HEAD OF COMPUTER SCIENCE OR INFORMATION TECHNOLOGY TLR2B (Full time or 0.8 or 0.9)

Dear Applicant,

Thank you for requesting details for the position of Head of Computer Science or Information Technology at Ilkley Grammar School. The post offers an exciting opportunity to teach Computing, add leadership capacity within the Curriculum Area and make a positive difference in our outstanding school, a converter Academy, and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in Computing through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

Please note, whilst the intention is that this is a full-time position, there is the flexibility for the post to be .8 or .9 if a suitable candidate is interested in part-time working.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Designated Specialist Provision (DSP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2022 with Ilkley Grammar School ranked in the top three best state secondary comprehensive schools in the north of England and named overall 7th best state secondary school in the north of the country.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2021 A-level and GCSE results were outstanding: over 50% of all A-level entries were at A/A* and over 70% at A*-B. At GCSE over 52% of all GCSE entries were achieved at 7+, a 10% rise on the previous year's results and over 23% above the 2021 national rate, with over a third of all entries achieved at the very top grades 9/8 – an increase of 8% from the previous year. As a result, progress of all students is well above average with a score of +.58 in 2019. Although performance tables were not published in 2020 or 2021, we are confident that we would have continued the upward trajectory of improvement we have successfully maintained over a number of years.

As the founding school of Moorlands Learning Trust, we also play our part in the wider development of the Trust, where IGS senior and middle leaders have the opportunity to shape and drive forward the Trust's strategy and growth, as well as supporting colleagues across the Trust. Over the coming years, MLT is looking to grow the number of its partner schools and IGS will continue to play a key role in supporting this, whilst also driving IGS further forward.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form

and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. Consequently, this is a crucial role in our middle leadership structure and we are looking for a talented leader and teacher who can combine vision, strategy and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in computing
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

Closing date for applications is Monday 16th May 2022 at 8am
Interviews will be held during the week commencing Monday 16th May

If you do not receive an invitation to interview by Wednesday 18th May, we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

SPECIFIC RESPONSIBILITIES OF THIS POST

The core purpose of the subject leader is 'to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all students.' (National Standards for Subject Leaders.)

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the headteacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school and Curriculum Area policy and practice. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all students, and raise standards of achievement in school.

Subject leaders also need to embrace rigorous self-scrutiny to determine strengths and weaknesses that are clearly substantiated by hard evidence. There should also be very clear action detailed to address any weaknesses or underperformance, as well as how this action will be monitored and evaluated.

The key areas of subject leadership are:

- ☐ Strategic direction and development of the subject areas
- ☐ Teaching and learning
- ☐ Leading and managing staff
- ☐ Efficient and effective deployment of staff and resources.

A. Strategic Policy and Planning

Within the context of the school's aims and policies, Heads of Department support the development and implementation of subject policies, plans, targets and practices.

1. To establish a clear and ambitious vision for the subject, to have a Department Improvement plan and contribute to the Curriculum Area Improvement Plan.
2. To contribute to the Curriculum Area Handbook.
3. To attend regular Curriculum Area meetings and convene Department meetings as appropriate with agendas and minutes circulated to team members and line managers.
4. To promote the subject area within school and provide information as appropriate for option choices, promotional events, the Sixth Form and careers' guidance.
5. To promote high standards across the Department and lead by example.
6. To keep abreast of current educational thinking and subject developments.
7. To drive the development of a well-sequenced, ambitious curriculum which develops powerful knowledge, meets students' needs and tackles social disadvantage.
8. To promote a positive image of the school in the community.

- 9.. To meet with the Curriculum Leader to review the progress and needs of the Department annually and to forward plan.

B. Teaching and Learning

Heads of Department secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

1. To oversee and monitor the quality and the delivery of the curriculum across the Department, evaluate its success and set targets for improvement.
2. To ensure consistency of practice across the Department, with regard to lesson planning, the standard of teaching and learning, marking and assessment, homework et al.
3. To lead on eLearning and the consistent use of iPads to promote student progress and engagement.
4. To have high expectations of all students.
5. To determine schemes of work that are reviewed annually and to oversee course choice and examination syllabuses.
6. To monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.
7. To implement intervention and support strategies for students.
8. To monitor and evaluate the quality of teaching and learning, and implement robust Quality Assurance that evidences best practice and brings about improvement.
9. To oversee Department discipline and guidance, and ensure all staff follow Personal Best.
10. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residentials or other opportunities.

C. Leading and Managing Staff

Heads of Department provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain and secure improvement in teaching.

1. To determine with the Curriculum Leader job descriptions which are reviewed annually.
2. To promote a sense of unity across the Curriculum Area and the Department so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. Work alongside the Curriculum Leader to monitor staff performance, supporting, challenging and setting targets.
4. To advise the headteacher and Curriculum Leader on appointment of staff to the Department, drawing up job specifications and sitting on interview panels as appropriate.

5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team and the Curriculum Leader, to deploy staff to teaching groups.
8. To oversee and monitor the continuing professional development of Department colleagues and manage Appraisals as Team Leader of relevant staff.
9. To set a professional example in terms of teaching, attendance, energy and effectiveness.
10. To oversee and support the deployment of Learning Support Assistants and any technicians across the Department.

D. Parents/Other Communication

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of coursework, homework, attendance or other concerns.
2. To liaise with subject link governors as appropriate.
3. To liaise with Form Tutors, Year Leaders, Inclusion and SEN personnel and the Leadership Team as required.
4. To liaise with primary schools, outside agencies, industry and others as necessary.

E. Resources Management

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. With the Curriculum Leader to manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To support the creation of a safe, stimulating and attractive Curriculum Area and Department environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of Department accommodation.

This is a generic job description and is subject to review. Heads of Department will have other specific responsibilities associated with their particular curriculum role.

ILKLEY GRAMMAR SCHOOL

COMPUTING SUBJECT PROFILE

General

We are looking to appoint an excellent teacher who can deliver the national curriculum to key stage 3 students as well as IT and Computer Science specifications at key stage 4 and 5. This post is suitable for experienced classroom practitioners, who can demonstrate they can successfully lead either the Computer Science or Information Technology department with support from the curriculum leader of Computing and Media Studies.

Overview

Computing represents one of the most cross curricular departments in the school. The spirit of using technology to engage and motivate our learners is at the heart of what we do on a daily basis, both in Computing lessons and across the wider curriculum.

Currently the curriculum area comprises of two full time and three part time members of staff, all located in the e learning centre and teaching in one of our five discreet Computing classrooms.

Computing is a popular subject throughout school. This is reflected in the positive attitude of students as well as the excellent record of results in public examinations. Many students report that they enjoy their Computing lessons and appreciate the professionalism of staff and their expertise.

We are proud of the progress and attainment that our students make at all levels and attribute this to a positive working atmosphere in lessons and the hard work and dedication of our team. We have a firm belief in sharing ideas and resources and supporting each other in our aim to maintain consistently high standards. A genuine enthusiasm for teaching the subject ensures that our role is both demanding yet rewarding.

Our staff feel that lessons should be engaging as well as challenging and at all levels we aim to make Computing lessons stimulating, varied and enjoyable. We also believe that it is important for students to find the content they encounter has relevance in their lives, both now and for the future.

Computing and e Learning Facilities

The e learning centre hosts three fully equipped Windows suites and two dedicated multimedia and developer suites of Macs. All suites in school have adopted a layout whereby student machines are positioned around the outside of the classroom, allowing large spaces in the centre where non computer and group work can take place. This layout allows for a more flexible classroom and gives the opportunity for students to learn in a variety of ways.

Our corridor area offers break out spaces for small groups of students to collaborate on projects. The breakfast bar allows students to work on laptops and iPads in a very different environment to the classroom. Currently all of our students have access to an iPad. The use of mobile technologies allows us to deepen and personalise learning, carry out live assessment and adapt our teaching, when necessary, as well as ensure that knowledge is retained.

The Computing Curriculum

Key Stage 3

Students in years 7 and 8 study discrete Computing for two periods (105 minutes) per fortnightly cycle, in year 9 they have one period (50/55 minutes). All students follow an in-house scheme of learning based on the national curriculum and developed to best meet the needs of our students and prepare them for further study. Students are taught in mixed ability tutor groups and as far as possible each group is taught by one Computing teacher per year. Progress is monitored by a combination of self, peer and teacher assessments, used to assess and provide feedback for all our students regularly.

In year 9 students may choose to study discrete Computer Science and/or Digital IT for a further three periods (155 minutes) per fortnightly cycle. All students follow a challenging in house scheme of work that further develops the outcomes of the national curriculum and prepares them fully for a GCSE course in Computer Science and/or BTEC Tech Award Digital Information Technology. Progress is monitored by a combination of self, peer and teacher assessments, used to assess and provide feedback for all our students regularly.

Key Stage 4

Students can opt to study BTEC Tech Award Digital Information Technology for six periods per fortnightly cycle (310 minutes). At present we have two mixed ability teaching groups split between years ten and eleven; as far as possible each group is taught by one DIT teacher over two years. Progress is monitored by a combination of formal assessments, independent learning tasks, internal assessment, past exam questions, verbal feedback, peer assessment and written teacher feedback using digital media. 46% of students achieved L2 Distinction* in 2021, with 92% achieving a level 2 pass grade or above.

Alternatively, students can opt to study GCSE Computer Science (OCR) for six periods per fortnightly cycle (310 minutes). Our first cohort of students began studying Computer Science in 2013, so this is now a well-established qualification. We currently have four mixed ability teaching groups split between years ten and eleven; as far as possible each group is taught by one Computer Science teacher over two years. Progress is monitored by a combination of formal assessments, independent learning tasks, past exam questions, verbal feedback, peer assessment and written teacher feedback using digital media. 21% of students achieved a grade 9 in GCSE Computer Science in 2021, whilst 87% of our cohort achieved grade 4 or above.

Key Stage 5

Students can opt to study BTEC National Information Technology for ten periods (520 minutes) per fortnightly cycle. We currently have one mixed ability teaching group in year twelve and thirteen; at present the delivery is shared between teachers over two years. Progress is monitored by a combination of coursework assessments, teacher and client feedback and self and peer assessments. 71% of students achieved a Distinction* grade in 2021, with 100% of our cohort achieving Distinction grade or above.

Alternatively, students can opt to study A Level Computer Science (OCR) for eleven periods (570 minutes) per fortnightly cycle. Our first cohort of students began studying this course in September 2014 and last year's ALPS indicator showed that progress was outstanding. We currently have two mixed ability teaching groups split between years twelve and thirteen; at present the delivery is shared between three Computer Science teachers over two years. Progress is monitored by a combination of topic tests and self, peer and teacher feedback. 67% of students achieved an A or A* grade in 2021, with 92% of our cohort achieving a grade C or higher.

Vicky Brides

Associate Assistant Headteacher: Director of E-Learning - May 2022

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Head of Computer Science or Information Technology – TLR2B

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	D	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of subject leadership and management with clear evidence of impact	D	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	D	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Experience of involvement in curriculum design	E	
<input type="checkbox"/> Successful experience of delivering a curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to promote student learning and positive behaviour	E	
<input type="checkbox"/> Good understanding and use of data and how it can be used to raise standards and levels of achievement	E	
<input type="checkbox"/> Recognised as an outstanding classroom practitioner with proven success at all key stages, including A level	E	
<input type="checkbox"/> Experience of development planning and self-evaluation	D	
<input type="checkbox"/> Experience of leading relevant CPD	D	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching Computing	E	Application and selection process
<input type="checkbox"/> Knowledge of how to promote outstanding learning and teaching across Computing	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Knowledge of the Ofsted framework	E	
<input type="checkbox"/> The knowledge and ability to design an ambitious, connected and coherent chemistry curriculum	E	
<input type="checkbox"/> Ability to demonstrate sound judgement and decision-making skills	E	
<input type="checkbox"/> Knowledge of national curriculum developments in science and accredited examination pathways	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	

<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, wellbeing, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	D	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	

Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name

..... **Signature**.....

Line Manager:

Print name

..... **Signature**

Date: