

JOB DESCRIPTION AND PERSON SPECIFICATION

<u>Job Title:</u> Head of Department – ICT/Computing	<u>Grade:</u> MPR/UPR + TLR
<u>Job Family:</u> Teaching	
<p><u>Overall Purpose of Job:</u></p> <p>In the role of Head of Department for ICT/Computing you will:</p> <ul style="list-style-type: none"> • play a key role in leading of ICT/Computing to ensure outstanding outcomes for students in all areas of teaching and learning, curriculum provision, standard of attainment and behaviour and safety within the curriculum area • communicate clear purpose and vision for developing ICT/Computing across the curriculum to colleagues within your department and within the academy • provide clear, cohesive leadership and direction in the department by motivating teachers and those supporting in the classroom to develop innovative strategies to enhance the quality of learning, teaching and achievement. • provide and showcase highly engaging, relevant and innovative learning opportunities at all key stages to ensure students make exceptional progress in ICT/Computing and are provided with the key skills they need to be successful in both the academy and their future lives • promote the achievement of high standards through effective teaching and learning within ICT/Computing areas, preparation, evaluation and action planning • ensure the implementation of the intervention model following every data collection cycle across the department • implement the department development Plan / SEF to secure continuous improvement and quality outcomes for all students • receive and act on feedback to continually build on the strengths and improve personal performance within the academy systems • take into account and constantly review academy contextual factors and prior attainment when planning and teaching lessons • work in a cross-curricular way to support ICT/Computing across the academy in the use of active learning approaches to enrich curriculum and skills delivery • model the vision and values of the academy • demonstrate outstanding teaching and learning through your own practice and through the leadership of others • carry out the professional duties of a teacher as circumstances may require and in accordance with academy and Trust policies 	
<p><u>Main Responsibilities:</u></p> <p>Main duties and responsibilities:</p> <ol style="list-style-type: none"> 1. You will teach students as well as carrying out associated pastoral and administrative duties in accordance with the aims and objectives of the academy. 2. You will lead the development of ICT/Computing both in the classroom and across the Academy 3. You will ensure teachers in your department consistently deliver good or better lessons and maintain positive learning environments. 4. You will work with Senior Leaders within the Academy and Trust to implement the long-term vision for ICT/Computing 5. You will plan schemes of learning and lessons for ICT/Computing at the relevant key stages (3 and 4, and possibly 5) which are engaging and relevant to students' needs and interests. 6. You will develop new innovative approaches for learning utilising ICT/Computing and new resources. 7. You will track and monitor student progress across your department. 	

8. You will ensure marking is regularly carried out in your department in accordance with academy marking policy and use assessment for learning to regularly share levels of achievement with students and parents
9. You will report regularly to your line manager on current department outcomes and develop intervention strategies to continually improve the department to achieve outstanding results.
10. You will support and promote the professional development of teachers, providing training, mentoring and coaching where appropriate.
11. You will maintain the highest standards of professionalism and consistently apply academy systems
12. You will monitor and evaluate the ICT/Computing curriculum
13. You will support curriculum innovation
14. You will carry out any other additional duties as may be required from time to time by the Principal

You will develop and sustain DEEP LEADERSHIP across the academy by:

15. Developing and reviewing syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
16. Overseeing day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
17. Actively monitoring student progress and ensure appropriate intervention is put in place.
18. Working with the Vice Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
19. Being responsible for the efficient and effective deployment of the department's support staff.
20. Undertaking Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
21. Making appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
22. Participating in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
23. Being responsible for the day-to-day management of staff within the designated department and act as a positive role model.
24. Managing the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down, including allocating the department budget.
25. Maintaining departmental tracking data with evidence of intervention and impact.
26. Championing best practice, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.

You will develop and sustain DEEP LEARNING across the academy by:

27. Liaising with the Vice Principal to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Development Plan.
28. Being accountable for the development and delivery of the department's curriculum.
29. Keeping up to date with and respond to national developments in ICT/Computing and teaching practice and methodology.
30. Producing an analysis of data following every data collection cycle to identify students and staff who require intervention and support.
31. Devising, implementing and monitoring schemes of learning to ensure they focus on consistent and effective learning and teaching to produce progression for all, including appropriate differentiation.
32. Analysing and interpreting data on student achievement and attainment across the department and identify intervention strategies to improve these.
33. Monitoring the quality of learning and teaching across the department through the use of observation, work scrutiny, student data and student voice.
34. Working to student targets and ensure that the impact of intervention is tracked through a range of strategies.
35. Taking account of and reviewing academy contextual factors and prior attainment when planning and teaching lessons.

36. Reflecting on the success of teaching strategies, individual lessons and SoL in meeting the needs of students.
37. Taking part in coaching and mentoring programmes to support colleagues and develop own practice.
38. Striving for outstanding lessons across the department.
39. Providing good quality assessment using formative and summative methods in conjunction with the academy's assessment policy.

Develop and sustain DEEP EXPERIENCE across the academy by:

40. Ensuring all staff feel confident in the accurate assessment of students' progress through departmental moderation procedures.
41. Ensuring that all members of the department are familiar with departmental aims and objectives within the framework of the Academy Development Plan.
42. Disseminating information from Head of Department meetings.
43. Ensuring effective communication / consultation as appropriate with the parents of students.
44. Liaising with partner schools / academies, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
45. Developing communications and training with staff in department methodology.
46. Taking responsibility for co-ordination, planning and execution of immersion days.
47. Adapting lessons and identify next steps in response to evaluation of student progress.
48. Setting effective homework and extension work to encourage and enliven student learning.
49. Ensuring differentiation and personalisation of learning for all students.
50. Co-ordinating displays with regards to events, opportunities and work which promote the department / academy.

Develop and sustain DEEP SUPPORT across the academy by:

51. Securing accurate assessments are made for all students and that standardisation is undertaken across the department.
52. Ensuring that the intervention model is implemented across the department.
53. Ensuring that targeted intervention is put in place for all students who are not predicted to achieve their target grade.
54. Complying with the academy's safeguarding procedures and to report concerns to the Designated Child Protection Officer.
55. Ensuring the behaviour management system is implemented in the department so that effective learning can take place.
56. Taking the leading role in upholding standards of behaviour and classroom management within the classroom and the academy environment.
57. Developing systems which address the social health of students to raise standards.
58. Promoting the consistent and fair use of the consequences system within the classroom and the academy environment.
59. Being the first line of contact for parents and carers concerns with regard to their child's performance and well-being.
60. Performing the duties of a Vertical Mentor Tutor if required, including the provision of impartial information, advice and guidance for students.
61. Ensuring that the department supports the academy's implementation of all current statutory requirements e.g., SEN, Child Protection.

General

62. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
63. You will participate in training and other learning activities and performance development as required.
64. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
65. You will ensure strict confidentiality in all areas of work.
66. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).

67. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
68. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
69. You will always comply with the Trust's policies and procedures.
70. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Knowledge, Skills and Experience

Essential

- Good degree in an appropriate discipline related to ICT/Computing (A/C)
- Teaching qualification together with Qualified Teacher Status (QTS) (A/C)
- Strong and secure subject knowledge in ICT/Computing up to GCSE and/or A Level (A/I)
- Evidence of good student examination results (A/I/R)
- Recent and relevant teaching experience (A/I/R)
- Experience of assessment at key stage 3 and 4 (A/I/R)
- Awareness of the strategies available for improving the learning and achievement of all students (A/I)
- Good understanding of curriculum developments in ICT/Computing (A/I)
- Experience of leading a team (A/I/R)
- Excellent classroom practitioner that can model best practice (A/I/R)
- Able to use a range of teaching and learning strategies (A/I)
- Understands how assessment for learning can improve student performance (A/I)
- Understands principles of quality learning, teaching and assessment including Academy review and self-evaluation (A/I/R)
- Able to apply effective practice and research evidence to improve outcomes (A/I)
- Confident in the use of standard ICT packages and how these can be used to enhance student learning (A/I)
- Able to use student level data to raise standards (A/I)
- Able to work independently and collaboratively as a member of a team (A/I)
- Strong enthusiasm for your subject area (A/I)
- Creative in problem solving together with willingness to take on and try new approaches and ideas (A/I)
- Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues (A/I/R)
- Able to communicate both orally and in writing to students and their parents/carers (A/I/R)
- Able to communicate high expectations to all students (A/I/R)
- Willingness to share good practice across the department and beyond (A/I/R)

Desirable

- Strong ICT skills including SMART board or Promethean (A/I/R)
- Strong and secure subject knowledge in your subject area up to A Level (A/I)
- Experience of assessment at key stage 5 (A/I/R)
- Curriculum design and management (A/I/R)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

Behaviours:

- Polite
- Punctual
- Reliable
- Flexible
- Adaptable
- Passion for learning
- Clear communicator
- Takes initiative
- Self-motivated
- Resilient
- Determined to succeed
- Team player
- Emotionally intelligent

Contacts and Relationships:

Managers - in daily contact with senior leaders/Principal within the academy.

Support Staff – in daily contact with support staff who are involved in finance, administration, cleaning, catering, site supervision and health and safety.

Trust Staff – in contact with Trust staff within the wider Education team (e.g., Subject Directors and Executive Principals) and Teaching Schools.

External – in regular contact with parents/carers, visitors, suppliers, contractors as required.

Note:

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.