Candidate information pack
Thomas Keble School
Head of Computing (January 2025)

Salary: MPS/UPS

TLR 2b

Dear Candidate,   September 2024

Thank you for your interest in the post of Head of Computing at Thomas Keble School. This is a full-time, permanent position from January 2025, and has arisen due to the relocation of the previous post holder.

I hope the information contained in this pack informs you about our school and helps with your decision about making an application. Choosing the school for the next stage of your career is a really important one and, to that end, we welcome prospective applicants to come and have a look around before making the decision to apply. If this would be helpful, my PA, Amanda Oxberry can be contacted via recruitment@thomaskeble.gloucs.sch.uk. She will be happy to assist. The successful candidate will be appointed on their skills and experience, however, as important to me will be your approach, attitude and beliefs. You can use our current website at www.thomaskeble.gloucs.sch.uk to find out more about what we do and why we do it.

The application process is outlined later in the pack (page 9). Should you decide to make an application, you should submit this through Eteach. The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Applications must be received no later than 12 noon on Friday 20th September 2024 and interviews will take place on Wednesday 25th September 2024.

Please note that Thomas Keble School is committed to safeguarding and the post will be subject to satisfactory completion of enhanced checks through the Disclosure and Barring Service.

I fully appreciate the amount of time and effort it takes to prepare an application for a post such as this and I thank you in advance. In return, I undertake to read every application very carefully, and to ensure that short-listed candidates have every opportunity to see the school in action, to meet as many colleagues as possible and to ask whatever they wish.

Please do not hesitate to contact Amanda Oxberry, my PA, by telephoning 01452 770 301, or emailing recruitment@thomaskeble.gloucs.sch.uk should you wish to discuss the post further, or to arrange a visit.

I look forward to receiving your application.

With best wishes,

S P Shaw
Headteacher

Our Purpose

To inspire learners to achieve more than they think is possible.

Our Principles

We believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year on year, by combining quality first teaching with a robust pastoral support programme and comprehensive extra-curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults.

Our Values

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

Respect   Excellence Ambition   Compassion   Honesty

Our students will:

- Experience a rich and broad curriculum and be encouraged to be lifelong learners.
- Achieve the highest possible standards.
- Become responsible members of the 21st century world community.
- Care for and respect themselves, others and the environment, with a strong foundation of moral and spiritual values.
- Develop the technological skills needed for the 21st century

Strategic Success Measures 2021 -2026

- Our headline Key Stage 4 national success measures will place us in the top 25% of comparable schools based on student outcomes.
- Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4.
- Our Key Stage 3 students will benefit from high quality feedback and assessment that will support them to make progress above the level one might expect and our assessment processes will enable us to intervene in a timely way, to support where needed.
- Our teaching & learning strategies will be informed by high quality, research and evidence-based CPD and this will enhance the quality first teaching that underpins our approach.
- We will have a school where our values of respect, excellence, ambitions, compassion and honesty permeate everything we do.

Introduction

This vacancy has arisen due to the relocation of current postholder and we looking to appoint an experienced and highly effective individual to build on the strong foundations already in place, to lead the department forward through its next phase of development.

The Role

The primary focus of the role is to provide strategic leadership in Computing to secure high levels of attainment and progress, for all students, through an effectively planned and delivered curriculum. The Department of Computing and IT, which is led by its own Head of Department is included within the Mathematics Faculty and there is a great deal of collaboration between the staff in the departments. The successful candidate will also be a member of the Senior Staff Academic Team (SSAT). The SSAT is our Middle Leadership group and has a key stake in the thinking we do in moving the school forward.

The job description is set out on Pages 11 + 12.

The Person

The ideal candidate will have a fascination with the learning and teaching of Computing, have high standards, work well with their colleagues and bring a fresh and dynamic approach to improvement. We are also looking for someone who shares our values, is ambitious for all children and will help to build and sustain our school culture. It might be useful if I expand a little on what I mean by this. As an example, we don't seek to define ourselves by an Ofsted grade or student outcomes. We do educate students well and provide strong levels of pastoral support; the excellent exam results are an *indicator* (one of many) that we are doing this well. We do spend time as leaders understanding and testing assumptions and beliefs, making any changes 'with and not to'. Further information is set out in the Person Specification on Page 10.

The School

Thomas Keble School is an 11-16 Single Academy Trust (SAT) school in Eastcombe, a village in the Stroud Valley in easy commuting distance from Cirencester, Stroud, Gloucester and Cheltenham. Staff do travel in from further afield each day, including from Bristol and Gloucester. The school is named after Thomas Keble, a Church of England clergyman and Vicar of Bisley, who contributed four of the *Tracts for the Times*. He was also the brother of John Keble, of Keble College, Oxford. The school was known as Manor School until September 1990 and gained foundation school status in 2007 before converting to academy status in August 2011.

We are the school of choice for many parents in the Stroud Valley, and as such we are heavily over-subscribed with waiting lists in years 7, 8 and 9. Students who attend the school come mainly from eight feeder primary schools, with around a third travelling in each day from out of our catchment area. We have a PAN of 142 students split into 5 Tutor groups, giving an overall maximum role of 710. The role is currently at 690 as our 2018/19 intakes (Year 10 and 11) were smaller; we anticipate being at maximum capacity from September 2023.

Thomas Keble was chosen as one of the first 50 schools nationally to be rebuilt under the Schools Rebuilding Programme (SRP). Work is due to commence in February 2023, with 80% of the estate being replaced with a state-of-the-art facility, due for completion by the start of January 2025. The successful candidate will have the opportunity to help shape aspects of the re-development and to work in a fantastic environment. I have shared 2 elevations below:

Our last Ofsted inspection was in July 2023 and the school was graded as 'Good'. The statements below are taken from this report:

"Thomas Keble continues to be a Good School."
*"Leaders have created a **nurturing** environment which supports pupils to learn and **achieve well**."*
*"Pupils' **behaviour is calm and friendly** and **disruption to learning is rare**."*
*"Leaders have designed a **broad and ambitious curriculum**."*
*"Teachers are **knowledgeable** about their subjects and **present new information clearly**"*
*"Parents and pupils **value** the **enrichment** and **extra-curricular** opportunities at the school."*
*"Leaders provide pupils with a **rich set of experiences** during their school life."*
*"…**Rigorous** and **cohesive** programme to support pupils' **wider development**."*
*"Leaders provide **comprehensive careers support** for pupils **from Year 7 to Year 11**."*
*"Pupils are **confident** to share their concerns with staff and know that they will **be taken seriously**."*
*"Leaders **take effective action to tackle bullying**."*
*"Pupils with special educational needs and/or disabilities (**SEND**) are **well supported**"*
*"Pupils feel **happy** and **safe** at school."*

Thomas Keble is a school where teachers can teach and our students are eminently teachable. This means you can impart your passion for Computing without having to constantly assert your authority. We don't grade lessons, prescribe how to teach and we are informed by the new and emerging evidence around learning and teaching, rather than the latest fad or government whim. As a small school, we can be agile and innovative, as we look to respond to the changing educational landscape.

In September 2019, the school created Teaching and Learning Communities (TLCs). The aim was to build and share subject knowledge, develop curriculum quality and coherence, co-plan upcoming lessons and units of work and to develop evidence-informed pedagogical practices, with a focus on Consistent Challenge for All. Significant time is devolved to departments to do this work, and a key

aspect of the role is making effective use of this time to drive standards. There are also opportunities for staff to join annual action research groups to share expertise and engage with research in areas pertinent to school development. These have previously included Assessment and Reporting, Boys' Achievement and Homework.

SEND

A small number of students need a differentiated curriculum (i.e. they are taught different content in a different way). However, most students with special educational needs or disabilities are taught the same curriculum as the majority and be supported by the teacher to access this curriculum. It means our expectations for what students should achieve are high, and we adjust instruction and support to ensure all students access our challenging curriculum. We have a large number of Teaching Assistants who are experienced and expert. We are proudly inclusive, meaning students of ALL abilities and with varying needs are welcome. We have significantly higher numbers of students with EHCPs and who are registered as having SEND. Our EHCP cohort is currently 30 students or 5% of the cohort, and our SEND cohort sits at 111 (K Code) which is 17% of our cohort.

A very small group of students are entered for the entry level Certificate in Mathematics.

School strengths

- Excellent outcomes for **ALL** students over time;
- Positive relationships and a strong inclusive community ethos;
- Research led and engaged staff body. Established, committed and skilled Teaching Assistants and Support Staff;
- Broad/ balanced curriculum, 3-year KS3, all well sequenced and delivered by subject experts.
- High quality guided choice and support through school and for 'life after TK';
- Broad and layered pastoral care offer: Tutors, HoY, Pastoral Hub structure and Trailblazer provision;
- Student leadership opportunities mapped out and an exceptionally rich extra-curricular offer;
- Experienced Safeguarding team with robust processes in place;
- Mental Health provision is strong with SMHL (Senior Mental Health Lead- CR) in place and Trailblazer Pilot School;
- Kirkland Rowell Survey (Parents, Students and Staff) in December 2021;
- Gloucestershire Schools Well Being Pupil Survey in April 2022.

The Curriculum and Academic Success

All students study the same broad and balanced curriculum, up to the end of Year 8, with some specialisation introduced into Year 9 (see model below). Specialisation enables more time to deepen learning in specific subjects. This is a three-year KS3. We teach at least the National Curriculum through Years 7 and 8 and Year 9 for those areas chosen by students. Most subjects are taught in mixed ability groups throughout KS3, with streaming in Maths, Science and PE, with students accessing the same broad curriculum, at an appropriate pace and depth to secure a good level of understanding.

	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
7	6	7	6	4	3	3	5	2	2	2	2	2	2	4
	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
8	7	6	6	4	3	3	5	2	2	2	2	2	2	4
	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Option 1	Option 2	Option 3	Option 4	
9	6	6	6	4	3	3	5	3	2	3	3	3	3	

At KS4, all students study a core curriculum, including 2 hours of PE each week. There is a wide range of optional subjects with 13 GCSE and 4 Vocational courses. All students study RE until the end of Y10.

	Eng	Mat	Sci	PE	RE	Option 1	Option 2	Option 3	Option 4
10	8	6	10	4	2	5	5	5	5
	Eng	Mat	Sci	PE	Option 1	Option 2	Option 3	Option 4	
11	8	8	10	4	5	5	5	5	

At GCSE, the school achieves consistently strong outcomes for all students. In 2022 and 2023, the school Progress 8 score was around +0.2, in 2019 was +0.34 and is estimated at +0.33 for the 2024 cohort.

All students follow a three-year KS3 covering Computer Science and Graphics components, followed by an optional two-year KS4 course in either CS or iMedia. However, the two Key Stages are intended to form part of the same journey. We examine with EDEXCEL and enter our students for either foundation or higher tier, depending on confidence. The Maths department follows the Kangaroo Maths curriculum from Year 7 through to Year 11 and makes use of Dr Frost for some resources and most homework tasks. Two members of the team have attended the GLOW Maths mastery workshops over the past 3 years, offered through Baccaras Teaching School.

The Department
The Head of Computing is line-managed by a member of the Senior Management Team (SMT), and the department falls within the Maths and Computing Faculty.

Resourcing & Facilities
The department is housed in 1 specialist Computing classroom plus 2 Computing Suites. We also enjoy a dedicated Computing office and resources area. We have easy access to IT on the same floor and access to bookable laptop trolleys, as well as a set of iPads, delivered by a team of dedicated in-house IT technicians.

Department strengths and priorities:

- Scheduled lessons in each year group at KS3
- 2 popular options at KS4 (Computer Science and iMedia)
- Popular extra-curricular options.
- New campus to open in January which will coincide with the start of this role.

Extra-Curricular Opportunities:

We have a host of clubs in which students participate, and there is the opportunity for the new postholder to add to this with additional clubs. We enjoy a strong reputation for sporting success, competing at regional and national level with different age ranges and sports. Music, drama and the arts also flourish at the school. We provide an extensive programme of educational visits and take part in many competitive activities across schools, such as photography, languages and Mathematics. Participation in the Duke of Edinburgh Silver and Bronze Awards are popular and several members of the Mathematics team are involved with the delivery.

School Day

We run a 2-week timetable with 50 periods a fortnight. The current timings of the day are shown below:

Tuesday		All other days	
08:45 – 09:40	Registration / tutorial lesson	08:45 – 09:00	Registration / assembly
09:40 – 10:30	Lesson 1	09:00 – 10:00	Lesson 1
10:30 – 11:20	Lesson 2	10:00 – 11:00	Lesson 2
11:20 – 11:40	Break	11:00 – 11:20	Break
11:40 – 12:30	Lesson 3	11:20 – 12:20	Lesson 3
12:30 – 13:20	Lesson 4 (Y7 lunch 13:10)	12:20 – 13:20	Lesson 4 (Y7 lunch 13:10)
13:20 – 14:05	Lunch (14:00 movement bell)	13:20 – 14:05	Lunch (14:00 movement bell)
14:05 – 15:05	Lesson 5	14:05 – 15:05	Lesson 5

Trustees

Thomas Keble is an Academy School and the Governors of the Academy Trust are known as Trustees. They are supported and overseen by a separate panel of independent Members. The Trustees and Members together are known as the Trust Board. The Trustees oversee the strategic development of the school, supporting and advising the senior leadership team. Members oversee the Trust's governance and maintain an awareness of the Trust's business, but are not expected to attend regular Trust Board meetings.

Teaching Commitment

The Head of Department teaching commitment is around 43 periods or 0.83 of a full timetable.

Application Process

Applications should be in the form of a letter of application (maximum two sides of A4, size 11 font) accompanying the online application form via eteach. In your letter, please address the following;

- Why do you want this post?
- What aspects of the school indicate that it is somewhere you would like to work?
- What relevant experiences have you had which prepare you for this post?
- What personal qualities will you draw upon to be successful in this post, and why?
- What have been your most notable successes and failures in a school context?

Please be concise and include the most pertinent information in your letter. There will be an opportunity for candidates selected at interview to outline further their suitability for the post. You are advised to read the information carefully prior to writing your letter of application, including the person specification and information about the school.

Selection Process

Recruitment live	9th September 2024
Window for school visits	10th – 19th September
Application deadline	20th September
Shortlisting	21st September
Invitations to interview with interview programme	22nd September
Interviews	25th September
Candidates informed of outcome	26th September
Feedback offered to unsuccessful candidates	October 2024

Person specification – Head of Mathematics Faculty

The successful candidate will meet the following person specification. Please note the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and, where appropriate, citing supporting examples within their application.

Criteria	Essential	Desirable	Evidence
Training and Qualifications	- Degree (Computer Science or related) - UK recognised Teaching Qualification - Commitment to CPD - Qualified to live and work in the UK	- Curriculum leadership experience - Leadership training and/or qualification.	- Application form - Certification - Identification
Educational Leadership and Management	- Successful experience of developing and implementing strategies to raise student achievement - Use of evidence-based information to inform decision making - Knowledge of the English secondary education system in general and of the curriculum and examination of Computer Science and iMedia. - Excellent understanding of both Computing/ICT and general teaching pedagogy - Experience of reflecting on and improving teaching practice to increase student achievement - Experience of interpreting student data to drive lesson planning and student progress - Experience of leading successful enrichment which inspires and motivates learners - Knowledge and use of effective and systematic behaviour management strategies	- Experience of successful middle leadership with a record of impact - Experience of coaching - Experience of development planning	- Application letter - Selection process - References
Personal and Professional Qualities and Attributes	- Genuine passion for and a belief in the potential of every student - Providing strategic and creative leadership, including setting and delivering on identified priorities to achieve ambitious goals - Working in partnership with a team to achieve successful outcomes for students - Educational vision that aligns with that of Thomas Keble School - Excellent interpersonal, planning and organisational skills - Leading by example to inspire, motivate, influence and empower staff and students - Seeking, and acting on, feedback from others - Building and maintaining effective relationships - Principles and practice of educational inclusion, diversity and access.	- Experience of working with other agencies to promote the subject area and develop extra-curricular opportunities - Experience of working with the wider staff body to secure continuous school Improvement.	- Application letter - Selection process - References
Personal Qualities	- Punctual and flexible - Ability to work well under pressure - A passion for the subject		- Selection process - References

Job Description – Head of Computing

The successful candidate will work to the following Job Description. Please note the listed criteria may be varied to reflect changes in strategic focus.

Title: Head of Computing Science

TLR: 2b

Additional Management Time Allocation: 3 periods

Line Manager: SMT

Purpose
To take responsibility for aspects of:
- The leadership and management of aspects of the teaching of Computing within the overall educational aims of the school.
- Maintaining the highest possible quality in teaching and learning in the faculty

Key Activities
- These will be reviewed and agreed with the Link SMT on a regular basis.

The Head of Department will take the lead on the following:

Subject Leadership (Computing):
- To ensure high achievement in the subject at all levels.
- To foster enjoyment and satisfaction in the study of the subject by all students.
- To develop and enhance the teaching practice of others.
- To support the achievement of departmental and school targets.
- To take responsibility for self-evaluation and performance management within the subject (in line with school policy.) *and to support the Head of Computing ad ICT in these processes*.
- To manage all departmental resources to maximise learning and achievement.
- To contribute to the wider leadership and management within the school.
- To review and development of programmes of study
- To develop appropriate schemes of work
- To monitor the quality and delivery of the curriculum
- To ensure assessment of student work occurs regularly as directed by school policy.
- To keep abreast of current developments in subject/s and education
- To ensure that opportunities for raising the profile of the department within the wider school community, including extra-curricular activities, are recognised and acted upon

The management of people within the department, including students to enable the:
- Development of an effective team
- Monitoring and review of staff performance and setting targets
- Oversight of mentoring/induction of new team members
- Oversight of work for absent colleagues
- Identification of training/development needs within the team
- *Establishing an effective working relationship with the Head of Mathematics faculty.*
- Advise on training or development opportunities to address needs
- Allocation of timetable and identification of appropriate teaching groups

- Monitoring of student behaviour and supporting the use of appropriate rewards and sanctions
- Monitoring and evaluating student performance

Communication within the department/Maths faculty:

- Attending meetings, contributing to agendas, minutes and action points.
- Acting as a link between department and other school and non-school organisations
- Establishing and maintaining effective recording procedures
- Establishing reporting procedure to the relevant audiences
- Reporting to parents and monitoring feedback from them

Resources:

This to include:

- Identifying and prioritising financial needs
- Monitoring expenditure
- Ensuring that Health & Safety issues relating to the working environment are established and maintained
- Maintaining high quality display which reflects the work of the department
- Managing the resource implications of development plans as appropriate

Teaching:

Set an example as a good practitioner:

- To plan and evaluate lesson content, delivery strategies, differentiation and use of resources
- To use appropriate teaching and learning strategies
- To use appropriate classroom management techniques
- To assess, record and report according to school and departmental guidelines
- To support students in their personal, social, spiritual, moral and cultural development

Whole School

This to include as required:

- Participating in the development, implementation and review of school policy
- Participating in the development, implementation and review of the element of the School Development Plan and contributing to the wider whole school aspects of the plan.