



Beckmead College

I.C.T Teacher

Job Description and Person Specification

May 2023

Job Description

Post: I.C.T Teacher

Responsible to: Head Teacher, SLT

Responsible for: Teaching Assistants

School: Beckmead College

Type of school: SEN Provision

Age range: KS4 - KS5

Grade: Teachers' Main Pay Scale (Outer London)

Local Authority: London Borough of Croydon

Job purpose:	<ul style="list-style-type: none"> • To provide strong leadership to the I.C.T Department so that teaching and learning is consistently good or better. • To ensure that all young people make at least expected progress and that ambitious targets for student performance are met in all Key Stages. • To continue developing an innovative and progressive curriculum in I.C.T lessons supported by a vibrant programme of extracurricular and enrichment activities. • To performance manage robustly all leaders, teachers and support staff in the I.C.T Department so that ambitious targets are met and there is a clear link between pay and progression.
Key Responsibilities:	<ul style="list-style-type: none"> • To lead the successful delivery of Across the School. • To inspire and enthuse members of the I.C.T team, with a clear vision for the future direction of the I.C.T Department. • To develop an innovative and progressive curriculum in I.C.T To undertake regular audits and quality assurance checks within I.C.T to ensure that the highest standards are being achieved in all aspects of the department's work. • To monitor standards of teaching and learning within the department and implement strategies for sustained improvement • To oversee and support the professional development of all staff within the department through training and sharing of good practice opportunities • To attend, as appropriate, SLT meetings. To safeguard young people by ensuring that all aspects of Health and Safety are adhered to in lessons and preparation areas. To lead the development of differentiated schemes of work at KS4 and at Post-16 so that every young person makes progress in their learning. • To keep up-to-date about subject development and to take part in relevant CPD for this purpose, disseminating to other staff where appropriate.

	<ul style="list-style-type: none"> • To lead the department's strategic planning and self-evaluation processes. • To provide regular reports on student performance based on internal assessment data as well as externally verified examination results and to plan effective interventions as appropriate. • To promote and lead on the delivery of all extra-curricular activities • To act as a role model to others, demonstrating high standards of professionalism in all aspects of leadership. • To co-ordinate the resources of the Department, giving support and guidance to relevant staff. • To complete all administrative tasks in a timely and accurate manner. • To ensure that appropriate arrangements are made for examination entries and statutory requirements. • To contribute to wider whole school policy-making as appropriate.
Curriculum Management to include:	<ul style="list-style-type: none"> • To design an appropriate and progressive curriculum in I.C.T that reflects the ethos of the School and meets the needs of all students. • To make sure that teaching and learning meets the needs of all students including those with additional needs, for example those with a low skill base, hearing or visual impairment and the very able. • To maintain an up to date knowledge of new initiatives and incorporate elements into the I.C.T strategy as appropriate. • To ensure that all statutory requirements of the National Curriculum are met including the promotion of SMSC. • To review, evaluate and improve the design and delivery of the I.C.T curriculum on an ongoing basis. • To incorporate assessment into all aspects of curriculum planning.
Financial Management:	<ul style="list-style-type: none"> • To be responsible for the completion of the I.C.T Development Plan so that the Department is appropriately and effectively resourced. • To oversee the department's budget. • To ensure that the use of financial resources has a clear impact on improving student outcomes.
People Management:	<ul style="list-style-type: none"> • To adopt a strong, caring and flexible leadership style as to influence and motivate staff and students to achieve their objectives and those of the School. • To create an environment of open-mindedness, fairness and harmony so that all individuals can achieve their potential. • To work proactively with the Senior Leadership Team to create an open, valuable working relationship that

	<p>thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.</p> <ul style="list-style-type: none"> • To advise the Senior Leadership Team about the recruitment and retention of high-calibre staff. • To implement the School performance management processes so as to provide a positive framework for staff development and achievement. • In conjunction with all staff, organise activities/processes that encourage team development (including parents/carers and community partners). • To ensure that all staff receive departmental and whole school induction and training and fully understand all relevant policies and their implementation. • To make sure that effective, caring policies concerning a broad range of student and staff welfare matters are implemented. • To provide support to staff to enable them to effectively implement the policies of the School and I.C.T Department. • To monitor and evaluate attendance and absence management policies for I.C.T staff and students. • To create an environment where there is visible acknowledgement that everyone's contribution is valued.
Developing and maintaining strong community links:	<ul style="list-style-type: none"> • To develop initiatives to outreach to the community. • To assist the SLT line manager to create and implement ways of actively involving parents and carers in the learning process. • To network with secondary schools in Enfield to share best practice. • To facilitate a broad range of activities in conjunction with staff, students and the wider community so as to deepen and broaden learners' experiences in I.C.T.
Facilities management includes	<ul style="list-style-type: none"> • To ensure that physical resources to deliver the curriculum are acquired and are maintained effectively. • To make sure that the accommodation is used in the most effective way to meet the needs of all students and of the curriculum. • To ensure that the interior and exterior of the building are maintained to a high standard that reflects the ethos of the School and promotes learning. • To be aware of the need for security and of the importance of implementing Health and Safety policies.
General Administration:	<ul style="list-style-type: none"> • To provide appropriate, accurate and timely management information to enable continuous evaluation of performance. • To check that information required by various external bodies is produced within the given time scale and is of excellent quality.

	<ul style="list-style-type: none"> • To design and implement departmental policies that complement School procedures.
Accountability: Key Performance Indicators:	<ul style="list-style-type: none"> • To ensure that all teaching is consistently Good or better. • To meet aspirational targets in all qualifications in relation to student performance. • To monitor the progress of other staff in the department and put systems in place to ensure performance grades within the department are of a high standard • To manage the department's financial budget prudently.

Person Specification

Post:	I.C.T Teacher
Qualifications:	<ul style="list-style-type: none"> • DFE recognised Qualified Teacher Status.
Knowledge:	<ul style="list-style-type: none"> • Knowledge of assessment and teaching strategies appropriate to children with Special Educational Needs • Knowledge of the current legislative framework within which teachers operate, including the SEN Code of Practice, Curriculum 2000 and the Literacy and Numeracy Strategies • Knowledge and understanding of KS4 and KS5 Secondary curriculum • Knowledge and understanding of ASD/SEMH issues, including the emotional and physical challenges presented by regular involvement in physical intervention
Aptitude:	<ul style="list-style-type: none"> • The ability to relate to and empathise with children who may have complex and severe emotional social and behavioural difficulties
Skills:	<ul style="list-style-type: none"> • Effective group management skills of children with severe emotional, social and behavioural difficulties • Ability to plan and teach to meet the individual needs of the children • An ability to empathise with the children and to provide a structure that facilitates emotional social and behavioural development
Personal Qualities	<ul style="list-style-type: none"> • Sensitivity to and concern for the needs of children and their families • Ability to establish and sustain good relationships with both children and adults • Commitment to work as a supportive member of a team within LA guidelines • Capacity to take responsibility and work relatively independently in relation to his her class • Insight into the emotional social and behavioural development of the children who attend a special school
Special conditions	<ul style="list-style-type: none"> • Enhanced DBS check • Satisfactory health clearance • Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional stress • Close contact with pupils may result in some exposure to bodily fluids • May require Hepatitis B vaccination • Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols • Members of staff must take part in the behavioural and physical intervention training that it is offered by the School