

# Lancasterian Primary School

## JOB DESCRIPTION



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| <b>POSITION:</b>       | ICT Leader and Teacher (this Job Description should be read in conjunction with the Middle Leader TLR2B Job Description) |
| <b>GRADE:</b>          | Main Scale   |
| <b>RESPONSIBLE TO:</b> | The Governors of Lancasterian Primary School   |
| <b>REPORTING TO:</b>   | Head Teacher   |

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### PURPOSE OF THE POST

- This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and having regard to the National Standards for Teachers.
- Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the School Improvement Plan.
- The ICT Leader and Teacher plans and delivers the primary computing curriculum across the school whilst organising the release of teachers for their PPA time. They are also responsible for overseeing the school's hardware and software strategy and maintenance, in collaboration with our external IT support team and with the support of the school business manager.
- Appropriate professional development and support will be provided.

### CONDITIONS OF SERVICE

As described in the School Teacher's pay and conditions of service document Part X.

### MAIN DUTIES AND RESPONSIBILITIES

#### 1. Teaching

- To ensure accelerated progress of children to bring them in line with national age-related expectations.
- To ensure that children's work demonstrates clear evidence of progress and appropriate learning behaviours.
- To show a commitment to high standards of achievement, making assessments, keeping records and reporting on children's attainment and progress in accordance with school policies.
- To maintain an attractive, stimulating and interactive learning environment, making full use of available resources.
- To supervise the work of classroom support staff and work with colleagues within the school team.
- To maintain high expectations for learning behaviour, attendance and punctuality from all children, in line with school policies.
- To share responsibility for children's well-being, informing the appropriate member of the Senior Leadership Team (SLT) of any concerns and keeping the SLT informed about the children's learning and development.

#### 2. Curriculum

- To ensure all children have equal access to a broad and balanced computing curriculum.

- To undertake the organisation, planning, differentiation and implementation of the school computing curriculum within the requirements of school policies and the schools aims and objectives and the National Curriculum.
- To be fully informed and up to date with educational thought and practice, as well as school and local authority policies, paying particular regard to the implementation of the National Curriculum.
- To develop and foster classroom practice which values and enhances multi-lingualism throughout the curriculum and effectively meets the needs of multi-lingual pupils.
- To contribute to the development and review of school policies and aims.

### **3. SEN/Additional Needs**

- To demonstrate a thorough understanding and commitment to all aspects of inclusion.
- To show an awareness and understanding of the specific needs of all children in the class.
- To provide information concerning children with Special Educational Needs, liaise with SLT and/or support agencies when required and devise Individual Education Plans, giving due regard to the SEN Code of Practice where applicable.
- To work in collaboration with the SLT to ensure that support for children with other additional needs is in line with the overall approach to raising standards at the school.

### **4. Discipline and Relationships**

- To maintain good order, discipline and respect for others among pupils.
- To promote understanding of the school's rules and values.
- To develop relationships with and between pupils conducive to optimum learning.

### **5. Parental Involvement**

- To communicate and liaise with parents and carers on children's learning and progress.
- To participate in open days/evenings and consultations with parents and carers.
- To work in collaboration with senior and middle leaders on work related to encouraging parental involvement in raising standards (e.g. parent workshops).

### **6. Professional**

- To review and evaluate own teaching practice and participate in arrangements for appraisal, training and professional development.
- To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.

### **7. Corporate life**

- To attend staff meetings, INSET activities and other school events.
- To take part in the corporate life of the school (e.g. attending assemblies, taking part in fundraising events, being part of the team organising concerts).
- To assist the school by taking other responsibilities within the school as agreed with the head teacher and SLT, depending on the strengths/interests of the teacher and the present needs of the school.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

### **8. Safeguarding**

- To take responsibility for safeguarding and promoting the welfare of children.

- To ensure the health and safety of the children.

## 9. Equality policies

- To help ensure that subject matter and learning resources reflect borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 8 above.

## Competencies

|                           | Essential   | Desirable  |
|---------------------------|---|--|
| Education                 | <ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>  | <ul style="list-style-type: none"> <li>• Higher qualification (e.g. masters, NPQML, etc.) or already working towards this</li> </ul>   |
| Professional Development  | <ul style="list-style-type: none"> <li>• Evidence of professional development in relation to computing</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of leading professional development in relation to computing</li> </ul>  |
| Teaching and learning     | <ul style="list-style-type: none"> <li>• Successful track-record in teaching in the Lancastrian (or similar) context, evidenced through good+ pupil achievement</li> <li>• Experience teaching computing</li> <li>• Sound knowledge of the relevant areas of computing national curriculum and effective approaches to its implementation</li> <li>• Awareness of current developments in education and the implications of these for teachers and pupils</li> <li>• Understanding of effective long, medium and short term planning using the computing national curriculum</li> <li>• Experience in a wide range of effective strategies for teaching and learning, including the use of assessment for learning</li> </ul> | <ul style="list-style-type: none"> <li>• Experience teaching in EYFS <u>and</u> key stages 1 <u>and</u> 2</li> <li>• Experience of taking a leading role in some aspect of teaching and learning across a key stage/school</li> </ul>  |
| Leadership and Management | <ul style="list-style-type: none"> <li>• Experience of leading initiatives/projects beyond just own class within a school setting</li> <li>• Understanding of the role which school leaders play in helping to raise standards and achievement</li> <li>• Ability to contribute to the performance management of staff through involvement in related systems and procedures, including holding staff to account against targets</li> <li>• Evidence of having had an impact on teaching and learning beyond just own class</li> <li>• Understanding of characteristics of high quality teaching and learning</li> <li>• Experience of managing resources</li> <li>• Experience of helping others to manage</li> </ul>        | <ul style="list-style-type: none"> <li>• Understanding of the processes of school self-evaluation and improvement planning</li> <li>• Involvement in developing, delivering and monitoring aspects of a school or subject development or action plan</li> <li>• Experience of budget management</li> <li>• Experience of mentoring and coaching of colleagues</li> </ul> |

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| Standards and achievement | <ul style="list-style-type: none"> <li>• Understanding of characteristics of high achievement</li> <li>• Experience of implementing strategies to evaluate standards and achievement within own class</li> <li>• Knowledge and skills in target setting and assessment processes and the effective use of data to improve teaching and learning within own class</li> <li>• Knowledge of the SEN code of practice</li> </ul>   |  |
| Interpersonal             | <ul style="list-style-type: none"> <li>• Positive, enthusiastic and motivated approach to working with children and colleagues</li> <li>• Ability to establish and maintain good relationships with pupils, colleagues and parents, including dealing sensitively with people and resolving problems</li> <li>• Ability to communicate effectively verbally and in writing</li> <li>• Ability to take responsibility for tasks without daily direct supervision</li> <li>• Resilient under pressure</li> </ul> |  |