



**MATTHEW MOSS
HIGH SCHOOL**

Learning for Life



Watergrove

Trust

Providing more

Second in Business, IT & Computing

Closing Date:

9am on Monday 23 February 2026

Interview Date

Wednesday 25th February 2026



Welcome to Matthew Moss High School

Thank you for your interest in the post of Second in Business, IT and Computing at Matthew Moss High School. In this pack, you will find information about our school ethos, CPD opportunities and the wider Technologies Faculty.

Matthew Moss High School is an inclusive school, where all members of our community are treated with respect. We invite our learners into the adult space where they have access to the full range of subjects and learning opportunities.

We are proud of our diverse and cohesive community, where relationships are at the heart of school. In our latest Ofsted report (April 2024) Inspectors noted that: *"Pupils at Matthew Moss High School feel safe and happy"*. The report also highlighted that: *"Pupils build strong relationships with staff, and they have adults who they can speak to in school if they have any worries"*, and that *"Staff feel well supported with their workload and well-being"*.

Matthew Moss High School is located in the Castleton area of Rochdale. Matthew Moss High School is a "Good" school (Ofsted 2024) and is over-subscribed. There are 1220 learners on roll, including a Hearing Impaired Base and a partnership with Redwood School.

At Matthew Moss High School we believe in three things:

- Respect everyone and fear no-one;
- Everything starts with the learner;
- Thoughtful hard work shifts anything.

At the centre of our curriculum and pastoral care is our CHANGE ethos.

Composure

High Standards

Agency

Numeracy and Literacy

Growth Mindset

Empathy

In Year 7, learners receive a dedicated CHANGE curriculum, which instils the values and ethos to which school would like staff and learners to aspire to. Moving forward, we are working to embed CHANGE throughout the life of school, so that learners are able to 'Engage CHANGE' and be active citizens in the world around them.

Matthew Moss High School is part of the Watergrove Trust and the successful candidate will enjoy exceptional self-development. All staff currently receive an individual CPD programme and new staff receive training in Transactional Analysis, which forms the basis of our Behaviour and Relationship Policy. If you are new to the profession you will receive excellent support from your Induction and Trainee mentor through our Early Careers Framework offer. All staff new to school will receive excellent induction and access to our wider CPD programme, to allow you to develop as an outstanding practitioner, with a range of future opportunities available within our growing school and Trust.

We are seeking to appoint a Second in Faculty to work alongside the Head of Faculty for Computing, IT and Business. This is a significant middle leadership opportunity for an ambitious and highly effective practitioner who is ready to play a central role in developing and strengthening provision across the faculty with a focus on the continued development of GCSE Business. We are seeking a candidate with strong subject knowledge and experience in Business, who is passionate about shaping an outstanding Business curriculum that is rigorous, relevant and engaging. The successful candidate will play a leading role in developing curriculum content, assessment approaches and strategies that inspire learners and maximise their potential.

The school is well equipped with ICT and resources throughout the school and curriculum. This is an exciting time for computing at MMHS as it is a popular subject at both KS3 and KS4 with dedicated curriculum time for the subject. The successful applicant will be well supported by school leadership.

Our KS3 learners study Computing each week. The curriculum focuses on developing strong foundations in computational thinking, principles of computer science and digital literacy. These foundations are carefully designed to support successful progression into the faculty's Key Stage 4 pathways.

At Key Stage 4, students can follow a range of popular and well-established pathways, including:

- Edexcel GCSE Business
- Edexcel GCSE Computer Science
- BTEC Tech Award in Digital Information Technology (DIT)

These courses provide students with a strong blend of technical, analytical and commercial knowledge and skills, supporting progression to further education, training and employment in a modern and rapidly evolving economy. Computer Science is an oversubscribed subject at Key Stage 4 with a cohort of enthusiastic and engaged learners who understand the importance of the knowledge and skills the subject offers them as they progress through their education and beyond. We have developed a curriculum that offers practical application in equal measures to theoretical content as we feel working with real world scenarios is key to a learner's success, and fits perfectly into the ethos of the faculty. Learners can choose from a range of vocational and academic pathways, including Edexcel GCSE Computer Science, BTEC Tech Award in Digital Information Technology (DIT), and Edexcel GCSE Business. These courses provide students with strong foundations in technical, analytical, and digital skills to support progression to further education, training, and employment.

At Matthew Moss High School, every member of our community has the opportunity to flourish.

If you have any further questions or would like to visit school please contact our People Team (HR) at: hr@mmhs.co.uk.

I look forward to meeting you.

A handwritten signature in black ink, appearing to read 'CLR'.

Ms Charlotte Leach-Rogers
Headteacher

Academy:	Watergrove Trust
Section:	Teaching
Location:	Matthew Moss High School
Job Title:	Second in Business & Computing
Hours:	STPC
Grade:	MPS/UPS + TLR 2B
Grade Range:	MPS1 - UPS3 + TLR 2B
Accountable to:	Headteacher, Senior Leadership Team, Head of Faculty
Accountable for:	N/A
Special Conditions of Service:	<ul style="list-style-type: none"> • All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment. • From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required. • A full driving licence and access to a vehicle with business insurance is required.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PURPOSE AND OBJECTIVES OF THE ROLE

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of learners as a teacher/
Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Support the school's responsibility to provide & monitor opportunities for personal & academic growth.

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of children.

To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

Health/Safety/Welfare

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

Relationships (not exhaustive)

Headteacher

Senior Leadership Team

Colleagues

Teaching Staff

Associate Staff

Students

Parents

Visitors

Contractors

Governors /Trustees

Organisational Chart

Headteacher
Senior Leadership Team
Head of Faculty
Second in Faculty
Teacher

Values and Behaviours

Our mission is to be ever **“Providing more”** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

Principal Duties - Faculty Leadership

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Teaching, learning and assessment

- Focus relentlessly on improving teaching and learning and take highly effective actions to secure and sustain improvements to teaching, learning and assessment.
- Focused professional development is provided for all staff.
- The team uses incisive appraisal that encourages, challenges and supports teachers' improvement.
- Maintain an overall quality of teaching as consistently good, and always improving. The [Teachers' Standards](#) are being met by all teachers in the team.
- Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform teaching, but it isn't used in a way that creates unnecessary burden on staff or students.
- Teachers provide students with incisive feedback from assessments, about what students can do to improve their knowledge, understanding, and skills. Students use this feedback effectively.
- The team's assessment tracking and monitoring strategies ensure that no students fall behind or underachieve.
- Ensure effective systems of work scrutiny within the team that support and recognise the need to demonstrate at least good progress in terms of student learning across all team members.
- Produce an annual evaluative and planning report.
- Set and achieve ambitious targets for students.
- Maintain excellent behaviour for learning to encourage excellent practice with regard to punctuality, behaviour, progress and independent learning.
- Monitor the production of progress reports in accordance with published due dates and in line with statutory criteria.
- Liaise with the Examinations Officer in relation to entry procedures.
- Communicate information regarding examination entry to candidates.

Curriculum planning

4. The team's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital to succeed in life.

5. The curriculum aligns with the Academy's wider curriculum aims, and with the Academy's ethos and values.
6. The curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment.
7. The curriculum inspires students to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve.
8. For students generally, and specifically for disadvantaged students and students with SEND or high needs, progress is above average, or, if below this, it is improving rapidly.
9. Students' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the curriculum.
10. The curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour.
11. Liaison with Primary and Post 16 partners and incorporate needs into the curriculum to promote transition.

Educational experiences

- The team supports the formal curriculum with co-curricular opportunities for students to extend their knowledge and understanding, and to improve their skills.
- The design, implementation and evaluation of the curriculum ensures breadth and balance, and depth and challenge. It has a highly positive impact on students' outcomes, and their personal, development, behaviour and welfare.

Team culture

- Communicates an ambitious vision for the team.
- A culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important.
- High expectations for the conduct of students and staff, and relationships between staff and students are exemplary.
- Pursues excellence. Improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development.

- Focus consistently on improving outcomes for all students, but especially for disadvantaged students, and secure substantial improvements in progress.
- Actions are based on a deep and accurate understanding of the team's effectiveness, informed by the views of students, parents, staff and other stakeholders.
- A climate is created in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students. Staff within the team reflect on and debate the way they teach. They feel deeply involved in their own professional development.
- The rigour and accuracy of self-evaluation leads to planning that secures continual improvement.

Resource Management/Accommodation

- Uses funding, effectively and measures impact on outcomes for students.
- Where the team has received external support, this has been used effectively to improve outcomes for students.
- Enhance the learning environment through managing the effective display of students' work and other materials.
- Annually audit all stock and assets.
- Establish standards of proper care of accommodation, furniture and equipment.
- Liaise with financial and resources staff re fabric and care of building issues.
- Ensure that the team is aware of all communications related to Health & Safety, uses Risk Assessment forms where necessary, and follows Health and Safety procedures.
- Contribute to the process of the ordering and allocation of equipment and materials.
- Identify resource needs and to contribute to the efficient/effective use of physical resources.
- Cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the Academy, team and students.

Communications & Liaison

- To ensure effective communication/consultation as appropriate with the parents/carers of students.
- To support the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events within the Trust, partner schools and the wider community.
- To actively promote the development of effective subject links with external agencies.
- To provide the Governing Body with relevant information in relation to the performance and development of your role.

This should also be read in conjunction with the Principal Duties - Teacher

Secondary Duties

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.

7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
 - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
 - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
 - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.
11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Support the Academy and the Trust in meeting our legal requirements for worship.
13. Actively promote the Academy and Watergrove Trust corporate policies.

Job Description Prepared by: _____ Charlotte Longthorne Date: ___23/01/2026___

Postholder Signature: _____ Date: _____

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.

Watergrove Trust
Person Specification

Organisation :	Watergrove Trust	Post:	Second in Business & Computing
Section :	Matthew Moss High School	Grade:	MPS/UPS + TLR 2B

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
Qualifications		
Qualified Teacher Status	E	AF, A
Appropriate Honours degree	E	AF, A
Evidence of appropriate CPD/training/Professional Qualifications related to developing teaching and learning provision	E	AF, A
Evidence of a recent relevant INSET	E	AF, A
Further relevant professional qualifications	D	AF, A
Skills and Experience		
Knowledge of, and an ability to demonstrate, how differing approaches to teaching and learning can enhance pupil progress	E	AF, A
Excellent knowledge of subject	E	AF, I
Ability to teach subject up to GCSE	E	AF, I

Excellent knowledge of intervention strategies designed to raise attainment levels	E	AF, I
Excellent knowledge of strategies designed to increase students' motivation to learn	E	AF, I
Excellent communication and interpersonal skills	E	AF, I
Strategies designed to raise attainment & standards through effective curriculum design	D	AF, I
Thorough understanding of data systems	D	AF, I
Strategies designed to increase students' motivation and ability to learn	E	AF, I
Teachers standards and their application	E	AF, I
School self-evaluation and effective action planning	D	AF, I
The importance of safeguarding/child protection when working in a school setting and the promotion of the welfare of children	E	AF, I
Successfully leading teams in schools	D	AF, I
Working with groups of staff to improve outcomes	D	AF, I
Successfully managing change	E	AF, I
Demonstrate initiative	E	AF, I
Identifiable record of raising standards of student attainment	E	AF, I
Leading on intervention initiatives	D	AF, I
Maintaining high standards of behaviour for learning	E	AF, I
Knowledge and Ability		
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
Ability to use ICT both as a classroom resource and as a management tool	E	AF, I
understanding of attainment data and how it is used to prove learner outcomes	E	AF, I
Ability to establish effective classroom management and discipline	E	AF, I
Identifiable record of raising standards of student attainment in your subject	E	AF, I
Ability to plan lessons in line with relevant schemes of work and exam syllabuses	E	AF, I
Experience of successful curriculum design and innovation leading to raised standards of achievement	E	AF, I
Ability to teach additional National Curriculum subjects	E	AF, I
Commitment to team work and the sharing of good practice	E	AF, I
Enthusiasm and enjoyment of teaching	E	AF, I
Appropriate appearance and presence	E	AF, I
Willing to take part in and lead extra-curricular activities	E	AF, I
Ability to communicate effectively with staff and students	E	AF, I

Ability to meet deadlines	E	AF, I
Motivate, counsel and develop both students and staff	E	AF, I
Analyse and assess the impact of school improvement initiatives and actions	E	AF, I
Establish mutual trust and respect with colleagues, students, parents, governors and the wider community	E	AF, I
Special Working Conditions		
Enhanced DBS clearance	E	A