Glenthorne High School
Achievement for all

Application Pack for the position of
Subject Lead Computer Science
Glenthorne High School
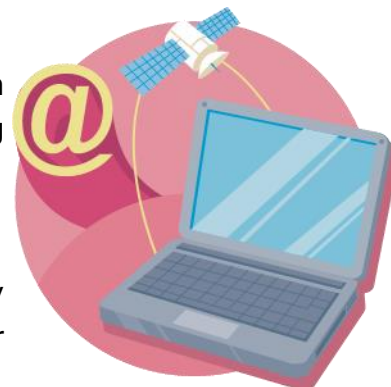Required from January 2025

www.glenthorne.sutton.sch.uk

PACK CONTENTS

DEPARTMENT: COMPUTER SCIENCE & IT

PHILOSOPHY

We have a clear belief that Computer Science provides our students with the skills and knowledge required to equip them for the ever changing modern world and supports learning across the wider curriculum.

KEY STAGES 3 & 4

At KS3, pupils receive a one hour lesson per week, we follow the Key Stage 3 National Curriculum of Computing which includes: computer components, networks, data representation and programming.

This highly challenging curriculum allows students to study Computer Science modules from Key Stage 4 in year 8, building knowledge and skills from an early age that have potential to increase grades at GCSE .

At Key Stage 4 pupils follow the OCR exam board specification over three years. In Year 9 students are introduced to key concepts and ideas, the course is structured with two exam units and one programming project for students to complete. The course is highly successful and very popular with our students.

Homework is an important part of the course. Pupils are given a range of tasks either as practical activities to develop their programming skills, or theory homework to prepare them for the examination.

KEY STAGE 5

The school follows the OCR specification for A Level Computer Science. This course builds on the content from GCSE at a far deeper level. Students find this course challenging and engaging.

The course consist of 3 units:

01 - Computer Systems (written exam)

02 - Algorithms and programming (written exam)

03 – Programming project (coursework)

DEPARTMENT & RESOURCES

The Department is staffed by three dedicated IT/Computing teachers. The network is supported by a team of 3 dedicated technicians. The school has four main Computer Science teaching rooms all with SMART Interactive White Boards. There is also a dedicated Cross-Curricular room with thirty work stations and an interactive whiteboard.

There are also smaller clusters of computers around the school, including Humanities, Design & Technology and the LRC and two sets of class iPads. Music and Media use a range of standalone machines, including MACs to aid teaching.

In total the school has over 500 computers fully networked and approximately 75 interactive whiteboards, and there are plans in place to further extend the network in addition to the new Sixth form who will have an exclusive facilities.

JOB DESCRIPTION

POST TITLE: Subject Lead Computer Science

SALARY: Outer London pay Scales , plus TLR2c

REPORTING: Deputy Headteacher

MAIN DUTIES/RESPONSIBILITIES

Key Responsibilities

Subject Leaders are responsible to the Headteacher, through a member of the Senior Leadership Team, and are accountable for standards, behaviour and attitudes of pupils in their subject area. They are also responsible for their own teaching responsibilities and standards, as set out in the School Teachers' Pay and Conditions Document, and the following areas:

Whole School

- To participate in the development, management and running of the school as a Middle Leader taking an active interest in the whole curriculum and pastoral care of the school.

- To offer a role model for teaching.

- To advise the Governors, Headteacher and Senior Leadership Team and other Middle Leaders and to be a member of various whole-school committees as required.

- To organise Subject Team meetings and contribute to cross-curricular meetings and School Improvement Plan meetings as required.

School Improvement Plan/Self Evaluation

- To have a clear vision for the development of the Computer Science subject area.

- To participate fully in the overall aims, and implementation of plans for the school.

- To evaluate the achievement of pupils and the success of policies, plans and procedures for school self evaluation with a particular emphasis on and Computer Science.

- To lead the development of the Computer Science Improvement Plan to promote pupil achievement and raise standards.

- To plan and lead a process of regular review of school policies related to Computer Science.

Pupils

- To be accountable for standards of pupil achievement, attainment and behaviour in the Subject Area, ensuring that prior attainment data is used effectively for pupils to make good progress.

- To monitor pupils' achievement and attainment through their progress grades, to identify underachieving groups or individuals and to develop strategies to combat underachievement.

- To set and communicate challenging targets for pupils on a collective and individual basis.

- To monitor and evaluate the homework set within the Subject Area and ensure that it is set in accordance with the two weekly cycle and for the correct evenings, the right amount of time and is sufficiently challenging for pupils of all abilities.

- To monitor the behaviour of pupils in the Subject Area and take steps to ensure that all pupils conform to the Code of Conduct and do not disrupt the learning of others.

- To provide information to parents, pupils and colleagues about progress and the work of the Subject Area.

- To work with the Examinations Secretary on examination entries.

- To develop an effective Rewards System.

Management

- To lead Subject Area meetings.

- To monitor and evaluate all aspects of the Subject Team's work and take action as necessary to achieve improvement.

- To lead and manage staff within the Subject Area and have high expectations of their performance.

- To be accountable for Health & Safety in all activities delivered by the departments.

- To promote the professional and career development of staff in the Subject Area including ECT's and Trainee Teachers through coaching and mentoring and demonstrating effective practice and providing advice and feedback.

- To support Subject staff to uphold high standards of discipline.

- To advise the Headteacher about the recruitment and appointment of new staff and to participate in their selection.

- To ensure the implementation of school and Subject Area policies by members of the teams.

- To build and co-ordinate teams, consulting members of the Subject Area and making their views known to appropriate bodies and to keep them informed of school, local and national developments.

- To liaise regularly with the SENCo and More Able Learners Co-ordinator.

- To line manage any curriculum-based non-teaching staff.

- To plan, manage and control resources and rooming in the Subject Area.

- To manage resources efficiently for the benefit of pupils, including GSA and the working environment.

- To keep the Computer Science Inventories up-to-date.

- To ensure that good practice is shared.

- To publicise the work of the Subject Area effectively through the GHS Newsletter and school website.

- To keep abreast of current educational developments and cascade information to relevant colleagues.

Curriculum

- To lead and manage the process of curriculum development in the Subject Area, conforming with the vision of the department, the current legislation, the aims of the school and in the best interests of pupils.

- To ensure that schemes of work are regularly reviewed, updated and delivered effectively by staff to ensure progression and high achievement.

- To ensure that all examination groups meet the Boards' requirements.

- To attend exam board training for Computer Science and disseminate to department colleagues.

- To contribute to the construction of the school timetable.

- To review and update policies related to Subject Area responsibilities and keep the Subject Area handbooks up-to-date.

- To develop and oversee appropriate extra-curricular activities and visits to support the curriculum.

- To organise and deliver Computer Science enrichment.

- To plan for the introduction of A level Computer Science in September 2017.

- To develop policies and practices for assessing, recording and reporting on pupil achievement within the Subject Area in line with whole-school policies.

Shared Duties

- To take delegated responsibility for the implementation of the school's Health & Safety Policy where appropriate.
- To work with colleagues in implementing and developing cross-curricular themes and new school initiatives.

All Staff

- To work collaboratively within immediate team and the wider school community.
- To be fully committed to the safeguarding and promotion of welfare for all young people.
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality, and data protection. Reporting all concerns to the appropriate person.
- To undertake any other duties as may be required from time to time by the Headteacher.

The Willow Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

Subject Lead Computer Science

ESSENTIAL CRITERIA

1 UK Qualified Teacher status for teaching secondary education as recognised by the DfE.

2 Graduate in IT or related subject with a good degree.

3 Minimum of three years' teaching experience.

4 Proven classroom management skills.

5 Excellent communication skills, ability to relate to pupils, staff at all levels.

6 Ability to teach at least good lessons and to engage pupils across the age and ability range including A level.

7 Recent and relevant experience of managing and implementing change successfully at Subject Leader level.

8 Ability to guide, advice and support colleagues in supporting IT education.

9 Ability to be a role model to pupils and colleagues.

10 High expectations of pupils' work, attitude and behaviour.

11 Understanding of IT links with other areas of the curriculum.

12 A good working knowledge of ICT systems and applications in the classroom.

13 Ability to prioritise and set personal targets.

14 Willingness and ability to contribute to extra-curricular activities.

15 Ability to assume a form tutor role.

16 Evidence of commitment to own professional development.

17 Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.

18 Commitment to equal opportunities.

INFORMATION FOR APPLICANTS

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of a new 6th form facility and most recently a MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE & A level results stand at:

· 44% of entries obtained A*/A grades or 9-7 grades

· 89% of pupils gained at least a standard pass in English and Maths

· 76% of pupils gained at least a strong pass in English and Maths

· 93% of pupils achieved at least a standard pass in English Language or Literature.

· 87% of pupils achieved at least a strong pass in English Language or Literature.

· 90% of pupils achieved at least a standard pass in Maths.

· 79% of pupils achieved at least a strong pass in Maths.

· · A Level results at 100% with 89% A*- C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "We Will Rock You", "Mary Poppins" and "Oaklahoma". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent *Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.*

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer a wide variety of benefits including Electric car scheme, cycle to work, Benenden Heathcare, on-site parking and generous pension scheme.

Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an on-line check, enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,

you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS
We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS
Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS
The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **11.59 pm, Sunday 24th November 2024**
We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

JOINING DATE: January 2025

The Willow
LEARNING TRUST
KEY BENEFITS

PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff

FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards