



UNIVERSITY OF
BIRMINGHAM
SCHOOL

Subject Leader – Computer Science

CANDIDATE INFORMATION

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For more information, please go to www.universityofbirminghamschool.org.uk. To arrange an informal discussion with the Principal, please call Robin Haslam, School Business Manager on 0121 796 5007

Dear Candidate

Thank you for your interest in working at University of Birmingham School.

We passionately believe that the purpose of education is to develop the character of our pupils and students so they actively pursue a good life. We want them to be confident, curious and ambitious learners; we want them to show compassion, empathy and patience in their relationships with others and we want everyone to find a place in their local and global communities where they can flourish and thrive. The successful candidate will share our passion to make a positive and lasting difference to the lives of our pupils and students.

Our academic curriculum is delivered by our staff together with a pioneering programme of Character Education that embeds an enrichment programme of clubs, societies, sport, music, trips and visits into our school day. This approach is significantly enhanced by the full support of the University of Birmingham, to develop and integrate curricular, creative, sporting, intellectual and career enhancing links with our 'parent body'.

As the first secondary 'University Training School' in the country, we aspire to play a significant role in developing future generations of outstanding classroom practitioners, middle and senior leaders.

If you are someone with relevant experience, passion, expertise and vision, we offer an opportunity to work in a 'school for Birmingham', one that is designed to develop the flourishing citizens of tomorrow. We are committed to ensuring the well-being of our staff, but, at the same time, we have the highest expectations in terms of both quality of performance and commitment.

I hope you are as excited as I am by this challenging, yet immensely rewarding, opportunity. My team are happy to answer any questions you may have and I look forward to receiving your application.

Yours sincerely



Colin Townsend
Principal

University of Birmingham School – Information for Candidates

University of Birmingham School opened in September 2015 in a new £23 million building located on the University of Birmingham's Selly Oak campus. In that first year, we welcomed 150 students into Year 7 and nearly 200 students into the Lower Sixth Form. In September 2020 we reached full capacity and currently have over 1,170 pupils / students and nearly 130 staff.

At University of Birmingham School, we are pioneering a comprehensive school and sixth form for a truly diverse and inclusive learning community that creates great citizens. We are proud to welcome 11-19 year olds from all across Birmingham through our doors to be part of our state-of-the-art school, and give them the opportunity to develop great character and achieve academic success in a thriving community - without limits.

Our partnership with the University of Birmingham gives our pupils, students and our staff unrivalled access to their world-class resources, research and people. This partnership makes us the UK's first secondary University Training School and gives us endless opportunities to collaborate, learn and grow as a school.

Our diverse curriculum is supported by a school-wide enrichment programme that ensures all pupils and students have the opportunity to explore their passions and develop as well-rounded citizens with great character.

By balancing character development with academic success, we are creating better citizens, better communities, and a better world.

About our Education

The curriculum in Years 7 to 11 includes Art, Biology, Chemistry, Computer Science, Design Technology, English, Geography, History, Mathematics, Modern Foreign Languages, Music, Physical Education, Physics, and Religious Studies. In the Sixth Form, we offer Art, Biology, Business Studies, Chemistry, Computer Science, Design Engineering, English Literature, French, Geography, History, Mathematics & Further Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religious Studies, and Sociology.

The Form Tutor, Pupil Pastoral Managers and Year Leaders provide pastoral support and are the main conduit of communication between home and school on a day-to-day basis. Information about progress and attainment in terms of both academic performance and enrichment involvement is provided at least termly, together with an annual Parents' Meeting.

How is University of Birmingham School different?

1. Character Education

A feature of many of the most successful and traditional schools in the country is that their structures support, not necessarily by design, the development of character. Underpinning our ethos and provision is the first difference in our school - a focus on 'taught, sought and caught' character education.

2. Enrichment Programme

A second distinctive feature of the school is our enrichment programme. This timetabled opportunity allows the teaching staff, alongside trainee teachers, university sports coaches and professional services staff to provide an unparalleled programme of activities and host special activities for all students within the curriculum and as extra curricular clubs and classes before and after school.

3. Links with the University of Birmingham

The third distinctive feature of the School are the possibilities created through the extensive links with the University resources, staff, pupils, students, and alumni.

Why should you apply to work at University of Birmingham School?

We are committed to developing a school of the future, one focused to self-improvement and the pursuit of excellence in all aspects of our work and play. We aim to nurture, encourage and challenge all of our pupils and students to make the best of the opportunities available, to enjoy their time with us, and to realise their potential so that they can go on to make a real difference to other people and the communities in which they live.

We are seeking to recruit committed and ambitious individuals determined to transform the lives of our children. In return, you will have the opportunity to work in outstanding facilities, with and for aspirational children and their parents/ carers, and receive the best quality professional pedagogical and academic support to continue to develop your knowledge and skills in a unique and high profile environment. You will also have access to the physical and intellectual resources of a world class University.

As the School has now grown to full capacity, the department and pastoral teams have also grown and, dependent on performance, this is reflected in the payment to those who hold leadership or responsibility positions. In addition, there will be growing opportunities to be involved in a whole myriad of professional development opportunities as we seek to exploit our position and utilise our resources to lead on research based teaching and learning.

We aim to play a full part in the learning community of Birmingham and beyond by developing exciting and ground breaking relationships with businesses and collaborations with other primary and secondary schools.

Whilst we will be expecting a lot of each member of our community, the well-being and happiness of all is a priority. From experience we believe that people work best in institutions that value and promote a 'high accountability but high autonomy' approach. From time to time events occur that affect our personal and working lives. Under such circumstances, we will endeavour to provide the flexibility in approach and seek to provide access to whatever resources are required to support you when you need them.

We will expect you to do your best; to be an outstanding role model; to be committed to self-improvement; and, like the students, to demonstrate resilience and be fully committed to exploiting the opportunities available. We do hope, along the way, you will enjoy yourself and get the personal satisfaction and reward from doing what is the most important role in a modern society.

We look forward to receiving your application. We intend that our graduates will go on to make a difference to the lives of others – the real value of education. Join Team UoBS today.

Indicative Pay and Benefits

Commitment to Staff

We recognise that our staff are the School's most important asset and will value the commitment, support and goodwill of all those working at the School. To match our high expectations, we provide enhanced pay and benefits by:

- Paying staff a single salary for doing an excellent job;
- Broadly reflecting but simplifying the Standard Teachers Pay and Conditions Document (STPCD) whilst offering competitive pay and benefits to match our enhanced expectations;
- Maintaining a properly remunerated leadership and management structure within the School that reflects the levels of responsibility that staff undertake;
- Making fair, justifiable, open, objective, and accountable decisions within agreed policies and procedures;
- Promoting excellence, as well as a sustained, substantial contribution to the distinctive nature of the School;
- Putting care for staff, their wellbeing and professional development at the heart of the School;
- Establishing a culture of robust performance development and appraisal to underpin this policy;
- Developing and maintaining a harmonious working environment.

Benefits

It is intended that staff at the University of Birmingham School have access to the following benefits offered by the University, including salary sacrifice schemes. Other employee wellbeing support will be developed over the coming months.

| | |
|---------------------------------|--|
| Professional development | Access to University Library services and resources (SLT and subject leaders) Links to relevant University academic departments Discounted access to Masters programmes in the College of Social Sciences Access to University-led professional development courses |
|---------------------------------|--|

Salary Scales 2023/24

Classroom Teachers and Subject Leaders

The job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Principal.

| Spine Point | Classroom Teachers | Subject Leaders: Music, Art, History, Geography, DT, RS, Computing | Subject Leaders: Biology, Chemistry, Physics, Languages, PE | Maths, English |
|-------------|--------------------|--|---|----------------|
| UoBS 1 | £31,000 | | | |
| UoBS 2 | £32,802 | | | |
| UoBS 3 | £34,879 | | | |
| UoBS 4 | £37,115 | | | |
| UoBS 5 | £39,394 | | | |
| UoBS 6 | £42,398 | £42,398 | £42,398 | £42,398 |
| UoBS 7 | £43,577 | £43,577 | £43,577 | £43,577 |
| UoBS 8 | £44,756 | £44,756 | £44,756 | £44,756 |
| UoBS 9 | £45,935 | £45,935 | £45,935 | £45,935 |
| UoBS 10 | £47,590 | £47,590 | £47,590 | £47,590 |
| UoBS 11 | | £49,507 | £49,507 | £49,507 |
| UoBS 12 | | £51,319 | £51,319 | £51,319 |
| UoBS 13 | | £53,130 | £53,130 | £53,130 |
| UoBS 14 | | | £54,941 | £54,941 |
| UoBS 15 | | | | £56,752 |
| UoBS 16 | | | | £58,563 |

Pension: All teaching staff will be eligible to contribute to the Teachers' Pension Scheme.

University of Birmingham School

Subject Leader - Job Description

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Post Title: Subject Leader – Computer Science
Salary: University of Birmingham Pay Scale
Reporting to: Director of Computing & Technology

This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Principal. It is vital that, as the new School grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.

Core Purpose

To provide outstanding leadership, strategic direction and management of the Department/Subject throughout the School in order to secure high quality teaching and learning, raise standards of attainment and to ensure the progress, achievement and enjoyment of all pupils.

General Leadership Responsibilities

To contribute, under the overall direction of the Principal, in:

- Managing staff and resources.
- Supporting the School's responsibility to provide opportunities for personal and professional growth of all staff.
- Creating a school environment with an outstanding care and guidance of, and for, each other.
- Ensuring that there is outstanding achievement, behaviour, leadership and teaching and learning across the School.
- Monitoring the progress of strategy and policies in accordance with the policies of the School and the School Development Plan determined by the Governing Body.

General Duties

In addition to the Job Description of all teachers at the University of Birmingham School, Subject Leaders/Heads of Department also have the following roles and responsibilities.

A Strategic Planning and School Self-Evaluation:

- To lead on planning, reviewing, monitoring and evaluating the delivery of your subject in the School having regard to current and future developments in order to raise standards.
- Through your role as a middle leader to have a strategic impact on the School by participating in corporate leadership duties, leading on whole school initiatives and working within the time demands of the role.

B Operational:

- To take part rigorously and effectively in the School's monitoring and evaluation cycle ensuring deadlines are met, results are shared and appropriate action is taken (e.g. produce a Departmental Handbook and Self-Evaluation Form in line with School requirements and to update it annually).
- To keep public exam syllabuses/specifications under review.
- To be responsible for public examination entries in consultation with the Vice-Principal and Examinations Officer.
- To provide a summary of the programme of study for each year group for publication on the school website, virtual learning environment, pupil revision booklets and for inclusion in the relevant transition booklets.
- To be responsible for all internal assessments ensuring that relevant data is collected and entered onto the School Information Management System and/or passed on to the Data Manager for processing (as appropriate to School procedures) and that interventions are planned according to the information gleaned.
- To ensure cover work is set when members of the department are absent.
- To be responsible for all departmental rooms, having regard to aspects of Health and Safety.
- The delivery of attractive displays across all classrooms to provide an encouraging learning environment.
- To manage the departmental budget effectively and to keep accurate accounts.
- To ensure the organisation of resources within the department, having regard to security, stock taking, update of the department/school asset register.
- To chair departmental meetings providing agendas and minutes to all relevant staff.
- Provide information and administrative returns, as and when required, by members of the Senior Leadership Team making sure deadlines are met.
- To keep records and files of evidence of all monitoring, activities, meetings and outcomes including exemplar work as evidence.

C Pupils:

- To create a climate which will supports and encourages all pupils in the subject.
- To track and monitor the academic progress of all pupils in the subject including: the Gifted, Able and Talented, those with SEND, Looked-after Children, Pupil Premium, English as an additional language, and liaise with the SENCO, Head of Year and relevant Senior Leadership line-manager.
- To ensure that all pupils make good progress by using prior attainment data and tracking to identify underachieving individual pupils or groups of pupils and where necessary create and implement effective interventions to support those pupils.
- To recognise and acknowledge all aspects of achievement and implement the schools rewards/merits systems consistently.
- To follow up discipline matters within the department in accordance with the School Behaviour Policy and to implement appropriate sanctions.

D Staff Accountability, Support and Development:

- To create a climate which supports and encourages all departmental staff together with the professional services staff (administrative, technical and the SEN Department) who, from time to time, will work to support the work in your department.
- To take advantage of relevant opportunities for professional development in line with personal, department and school priorities.

- Establish links with the relevant staff in the School of Education and University Subject Department(s) in order to support curriculum development together with the planning and delivery of the enrichment programme.
- Provide departmental training and implement all lesson observation strategies (learning walks, triads and via Performance development) in the School designed to share best practice.
- To implement the School's Performance Development Policy and to be responsible for the leadership, guidance, direction and support of members of the department.
- To play an active role in the recruitment of staff.
- To provide effective support for ITE trainees, NQTs, RQT and RQT+1 teachers in conjunction with the Vice-Principal (Teaching and Learning) responsible.
- To be responsible for, and insist that calm, orderly, purposeful lessons take place throughout the department with due reference to planning, pace and differentiation.
- To insist on punctual arrival for lessons and continual classroom supervision by departmental staff.
- To support those staff, with whom there are concerns, to ensure that opportunities for improvement are available through peer observation, coaching and mentoring, target setting and continuing professional development opportunities.
- To ensure teachers in the Department complete all aspects of the target setting, assessment, reporting and audit cycle on time and to the highest standard.

E Teaching and Learning:

- To develop and update schemes of work.
- To plan, promote and support intervention strategies for all year groups and in particular public exam cohorts.
- To promote the use of ICT both to enhance teaching and learning and for administration purposes.
- To monitor and evaluate the teaching and learning in the subject through results' analysis, formal and informal observations, drop-ins, work sampling and checking planning in order to ensure pupil progress and attainment.
- To ensure that the School Assessment Policy and Departmental Marking Policy is strictly adhered to by checking and monitoring marking within the department (including records and work sampling) on a regular basis, ensuring marking is formative and pupils are aware of the level/standard they are working at and how to make progress.
- To ensure that displays in classrooms are attractive and include pupil level/grade information and exemplars of levelled/graded work and that all pupils have copies of such information in their exercise books including the departmental marking policy.
- To monitor the setting of appropriate homework and assessments for all pupils in the subject.
- Leading by example to plan and teach high quality lessons at all times.
- To teach across the whole age and ability range.
- To ensure the consistent promotion of Literacy and Numeracy within the subject.
- To ensure the best available provision for pupils with Special Education Needs and Disability within the department through close liaison with the SENCO and Learning Support staff and to ensure that the department is represented at SEN working party meetings. Ensure that all members of the department have copies of IEPs and that the relevant strategies are implemented.
- To lead a departmental review, in liaison with the line manager, on a three yearly cycle identifying strengths and areas of concern for development in a report to be presented to Governors.
- To ensure that there is an ethos of sharing good practice and resources among the department's teachers and provide opportunities for this to take place.

- Promote and support the organisation and planning of subject related activities and events to enhance teaching and learning.
- Promote and support the organisation and planning of subject related activities and events in the enrichment programme and through the delivery of extra-curricular activities.
- To liaise with external staff (e.g. form CAHMS, Educational Psychologist, Behaviour Support, Exclusions) in order to support pupil well-being and progress.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager.

F Other Requirements:

- To support and promote the School's vision and values.
- To develop, implement and monitor school policies with a commitment to high standards, high expectations and high achievement.
- To be aware of current educational developments and the conclusions of educational research as they may be relevant to practices and policies within the School.
- To be aware of all Safeguarding/Child Protection issues relevant to the department (e.g. planning for School Trips, monitoring of visitors to the School).
- To attend and contribute to middle leadership meetings.
- To attend relevant external meetings.
- To attend Senior Leadership Team and Governors' meetings when requested.
- To ensure consultation with other departments on cross curricular themes and needs.
- To have a high profile around the School generally and your subject area specifically (e.g. by regularly patrolling stairs and corridors and visiting classrooms).
- To be prepared to attend meetings and organise out of school hours interventions beyond directed time.
- To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
- It is the post-holder's responsibility to carry out their duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- The University of Birmingham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

| Subject Leader - Person Specification Teacher - Person Specification E = Essential, D = Desirable (HT = How Tested, AF = Application Form, R = Reference, I = Interview) | | | | E | D | HT |
|---|--|--|--|----------|----------|-----------|
| Qualifications | | | | | | |
| 5A*-B grades at GCSE including at least C grade in English and Mathematics | | | | ✓ | | AF |
| Qualified teacher status (QTS) | | | | ✓ | | AF |
| A Level Grades – AAB or better | | | | | ✓ | AF |
| Honours degree or equivalent in the subject that you teach | | | | ✓ | | AF |
| An Upper Second or 1st Class Degree | | | | | ✓ | AF |
| A Middle Leadership Qualification (e.g. NCSL – MLDP) | | | | | ✓ | AF |
| Working towards (e.g. PG Dip Ed) or having achieved a Master's Level Qualification (M Ed) | | | | | ✓ | AF |
| Personal | | | | | | |
| Able to communicate well with other staff, students, parents and governors | | | | ✓ | | AF/I |
| Able to establish and manage professional relationships allied with an ability to inspire others | | | | ✓ | | R |
| Is optimistic, open to new opportunities and able to innovate | | | | ✓ | | R/I |
| Is resilient, particularly when facing difficult and challenging situations and questions | | | | ✓ | | R/I |
| Is sensitive, empathetic yet professionally and objectively detached when managing conflicts | | | | ✓ | | R/I |
| Ability to produce required outcomes with minimal supervision | | | | | ✓ | R |
| Knowledge and Experience | | | | | | |
| Evidence of effective team leadership | | | | | ✓ | R |
| Understanding of the Ofsted framework and the self-evaluation process | | | | ✓ | | I |
| Experience of working with others to develop teaching and learning innovations and sharing best practice | | | | ✓ | | AF/I |
| Successful, recent teaching experience in a secondary school | | | | ✓ | | R |
| Experience of working with trainee teachers | | | | | ✓ | R |
| Is a trained and experienced ITE student mentor | | | | | ✓ | I |
| Is a trained and experienced ITE student mentor with Birmingham University | | | | | ✓ | I |
| Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information | | | | ✓ | | R/i |
| Experience of teaching subject to A level standard | | | | ✓ | | R |
| Has high expectations, sets and delivers high standards and commands credibility through expertise | | | | ✓ | | R |
| Provide verified evidence that over the last two years the value-added (using ALIS or similar) of AS and A Level students are positive (as a group) | | | | | ✓ | AF/R |
| Provide verified evidence that over the last two years the value-added (using ALIS or similar) of AS and A Level students are both positive and exceed school averages | | | | | ✓ | AF/R |
| Has experience of the Performance Development process – Lesson Observation Experience | | | | ✓ | | I |
| Has experience of undertaking Performance Development as a line manager | | | | | ✓ | I |
| Has experience of undertaking lesson observations | | | | | ✓ | I |
| Understands and can demonstrate what are the features of good/outstanding teaching and learning | | | | ✓ | | I |

Complaints

If, following a future review amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by _____
(Signature of the Principal)

Copy received by _____ Date: _____
(Signature of teacher)