

Candidate Information Pack

Subject Leader of Computing and Information Technology



Closing date - 5th March 2021
Start date - September 2021
or sooner if possible



A Message from the Headteacher

I am delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

I feel incredibly privileged to be Headteacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved Outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19 that means they have been unable to thrive in a mainstream setting. During the last 15 years the school has undergone a complete new build for all phases and the number on roll has increased from 50 to 198.

The school is for children and young people whose primary needs have been identified as:

- Communication and Interaction, and
- Cognition and Learning

They may also have associated complex learning needs and this results in a wide attainment range. In Key Stage 2 pupils are working within P levels and KS 1 expectations. However, across the secondary phase attainment can reach KS3 expectations and pupils achieve a wide range of accreditations including Entry Level, Level 1 and Level 2 qualifications and GCSEs. Some students in KS5 have the opportunity to study Level 3 qualifications within the neighbouring secondary school. From September 2021, the final phase of

our school building will be complete. This will enable the school to provide an alternative provision for a further 10 pupils with more complex needs.

We have included in this information pack the school's operational brief, as this provides more details and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting.

We work exceptionally hard and are committed to ensure the provision offered gives these young people an enriched and extended curriculum, tailored to their individual needs. Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

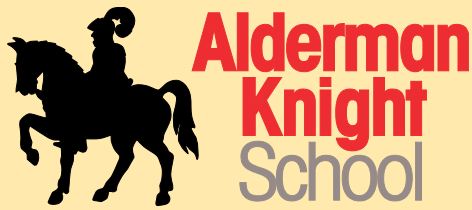
Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Headteacher





Closing Date: 5th March 2021

Interview dates: 19th March 2021

Subject Leader of Computing and Information Technology

Start date: September 2021 or as soon as possible

Salary: MPG/ UPR + 1 SEN point + TLR 2A

Full time and permanent

To support the continued growth of the school, the Governors are looking to appoint a Subject Leader of Computing and Information Technology to join our supportive staff team. Applications from staff currently working in mainstream schools are very welcome.

The successful candidate will:-

- Be confident and have the necessary knowledge, skills and experience to teach across the ability range from entry level up to and including GCSE and Level 3 including nationally recognised accreditations
- Consistently deliver lessons that are of the highest quality and ensure all pupils are enabled to make excellent progress
- Have experience of teaching pupils with a range of SEND and be passionate about helping them achieve their potential
- Be highly motivated, energetic and have the desire to become involved in all aspects of school life
- Be passionate about promoting their subject across the school and lead on whole school areas such as online safety

Experience of teaching in a special school is not essential although knowledge, understanding and some experience of working with pupils with similar needs to ours is clearly desirable. One of the most

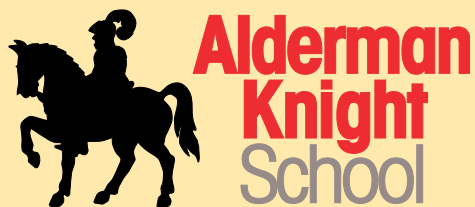
important things for us is that we have teachers who are passionate about working in a school such as Alderman Knight and consistently deliver lessons of a very high quality.

The job description gives an overview of the main purpose of the role and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that we require for the post. Please also browse our website.

Obviously, a visit to our fabulous school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, we will try our best to accommodate you. Please contact hr@aldermanknight.gloucs.sch.uk with your request.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Your choice of referees should include your present or most recent Headteacher /employer.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.



Job Description

Post title:	Subject Leader of Computing and Information Technology
Responsible to:	Headteacher
Salary:	MPG/ UPR + 1 SEN point + TLR 2A
Non-contact:	3 days/ year [to be negotiated with HT] Plus minimum PPA and LMT time

Please note:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and reflect the fact that staff are receiving a Teaching and Learning Responsibility Payment [TLR2a] for this post
- Staff will have general class teacher and form tutor responsibilities as well as subject leader responsibilities

Purpose of Job

To work as part of the school community to help ensure all children are provided with the very best learning opportunities and experiences and as a result make the best possible progress. This will be achieved through focused leadership, management and teaching of **Digital literacy, IT and Computing**.

The post holder will therefore be required:

- To teach children with a wide range of special educational needs
- Work with and advise the Head teacher and other teachers on the preparation, development and delivery of **Digital literacy, IT and Computing** within a broad, balanced and relevant curriculum including associated activities tailored to meet the wide-ranging needs of pupils across the school
- As a class teacher and tutor undertake related pastoral and administrative duties and be responsible for the welfare and discipline of the class and to liaise regularly with the Head teacher
- Have an active role in the Pastoral Support of pupils through being a Form Tutor
- Work closely with IT Manager and SLT to ensure the smooth running of the schools systems the dissemination of knowledge and the appropriate training of non-specialist staff

Part 1. Main duties and responsibilities as a Subject Leader

- Lead the development, implementation, regular review and update of the subject policy and aims and objectives in line with whole school policy
- Establish an agreed scheme of work throughout the school that ensures coverage of the statutory requirements of the National Curriculum, reviewing this annually and updating as necessary in the light of the changing needs of the pupils in the school
- Establish and implement a system for effective record keeping and assessment that is in line with the school policies for assessment, recording and reporting and that meets all statutory requirements
- Develop and maintain cross-curricular links
- Lead, develop and enhance the teaching practice of other staff through:
 - Dissemination of good practice in teaching of this subject.
 - Monitoring and moderating teachers' planning as directed by the Senior Leadership team
 - Monitoring, evaluating and reviewing the impact on teaching and learning of improved resources and increased staff competency.
- Work with the Senior Leadership team to review standards and achievement, identify strengths and areas for development and set targets as appropriate
- Produce a subject report and subject development plan to support the school's annual review of standards and achievement and target setting meeting each autumn. [The subject plan will include targets for future improvement linked to the school's self evaluation and school development plan]
- Attend Governors' meetings when invited to provide information on standards and achievements and developments in this subject across the school
- Plan Inset for staff as required in this subject area
- Share good practice/ expertise with other schools and agencies and seek support from external agencies and schools as appropriate to improve curricular offer and outcomes

Part 2 Main duties and responsibilities as a class teacher and tutor

In addition to being a subject leader there will be a tutor responsibility. The subject leader will be a group tutor undertaking pastoral and associated duties and responsibilities in respect to the children within the group.

Teaching and Learning

- To undertake a teaching timetable as required by the Head teacher
- To support curriculum developments across the school and participate in the development of schemes of work, materials and resources as required to meet the needs of the children across the school and within individual teaching groups
- To plan and prepare lessons effectively to ensure they meet the needs of the children within the group

- To deliver lessons in an enthusiastic and imaginative way so as to engage and motivate all pupils
- To teach according to pupils' individual educational needs including the setting and marking of work so facilitating positive pupil development
- To organise the classroom and learning resources to create a positive learning environment
- To assess record and report on the development, progress and attainment of children within the teaching group
- To ensure whole school monitoring and evaluation procedures are supported and the progress of pupils within the teaching group is effectively tracked and appropriate action taken if necessary.

General

- To promote the general progress and well-being of individual children and of any class or group of children with which they are working
- To maintain and promote high standards of conduct and behaviour at all times across the school and in line with school policy
- To monitor attendance and take action as appropriate
- To provide or contribute to oral and written assessments, reports and references relating to individual children or groups of children as required including profiles, individual education plans and annual reviews
- To liaise and communicate effectively with all staff within the school, parents/ carers, governors and external agencies as required. This will involve written and verbal communication and meetings in respect of the duties and responsibilities of the post and will ensure effective sharing of information that will support the teaching and learning of all pupils in the school.
- To play a part in school assemblies, school events and activities
- To carry out supervision of pupils as detailed by the Head teacher
- To be involved in contributing to whole school monitoring and evaluation of provision

Staff development/ training/ reviews/ meetings

- To lead team meetings and attend staff meetings and briefings as required
- To participate in whole school and key stage events
- To be involved in the school's on-going self-evaluation of its effectiveness and monitor and evaluate methods of teaching and programmes of work accordingly
- To participate if required in any scheme of staff development and performance review
- To participate, as appropriate in further training and professional development
- To work with staff across the school on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral programmes
- To be familiar with the requirements of the staff on line 'handbook', school prospectus and school policies

Receives reports from:

Other subject leaders [TLR2a] as appropriate [e.g. for any relevant cross-curricular work that will support self-evaluation of standards and achievement in specific subject area.]

Responsibility for other staff:

The post holder will work closely with and provide support for all staff using ICT to support and enhance the quality of learning and opportunities for pupils across the school.

The post holder will have responsibility for working with and supporting all staff in raising the standards of Digital Literacy across the school

The post holder will have responsibility for deploying appropriately and directing the work of teaching assistants, technical support and any other personnel working within the department across the school.

In allocating time to the performance of duties and responsibilities, the post holder must use directed time appropriately, and have regard for the Teacher's Conditions of Employment document. In addition the job details are not necessarily a comprehensive definition of the post and the teacher maybe required to undertake such other tasks appropriate to the level of the appointment as required by the Head teacher. The job details, following discussion and agreement with the post holder, may be reviewed annually or earlier if necessary and it may be subject to modification or amendment after consultation with the post holder.

February 2021

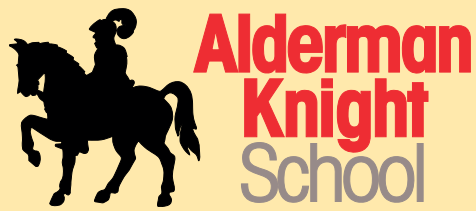


Alderman Knight School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

Person Specification

	Qualities
Experience, Qualifications and training	<p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status and at least 2 years teaching experience • Experience of teaching children with a range of special needs and evidence of a range of teaching skills to meet their individual needs • Experience of teaching in more than one key stage • Programming ability of at least one language to a competent modular e.g. Python • An understanding of the Software development life cycle and how it relates to projects <p>Desirable</p> <ul style="list-style-type: none"> • Experience of leading and managing a subject area • Experience of working as a middle leader • Additional relevant and recent training / qualifications to support the teaching of children • with a range of special needs [particularly children with ASD] • Relevant experience, qualification and / or training that would enable the candidate to teach / lead more than one subject across the school • Experience of using remote education platforms e.g. Microsoft Teams • Programming experience in one or more structure programme language • Experience of teaching in KS3, KS4 & KS5
Knowledge, skills and abilities	<p>Essential</p> <ul style="list-style-type: none"> • Aware of current national initiatives impacting on role within school and able to incorporate new methodology into practice • A good knowledge of relevant polices/ codes of practice and awareness of relevant legislation • Clear understanding of self-evaluation and subject improvement planning and links with whole school improvement • Competent in assessing, recording and reporting • Good knowledge and understanding of data analysis and competent in using data in identifying areas for actions including using data to set targets for improvement • Work constructively as part of a team, listen effectively and sensitive to the views of others • Ability to lead a team of staff and plan and deliver effective training, INSET and meetings • Able to effectively manage, deploy and direct the work of teaching and support staff as appropriate to promote learning • Use ICT and other technological equipment effectively to support and promote children's independence, communication and learning
Decision making skills	<p>Essential</p> <ul style="list-style-type: none"> • Able to investigate, resolve problems and make decisions. This will include an ability to collect and weigh evidence, make judgments and take decisions in line with good educational practice • Able to think creatively and imaginatively to identify opportunities

	Qualities
Communication Skills	Essential <ul style="list-style-type: none"> • Able to communicate clearly and take into account the views of others • Able to communicate effectively both verbally and in writing with a range of audiences, especially parents • Able to negotiate and consult effectively • Able to articulate personal values in relation to education and sustain a point of view against differences of opinion
Self-management skills	Essential <ul style="list-style-type: none"> • Able to prioritise, plan time and organise work effectively • Can work on own initiative • Comfortable working under pressure towards deadlines • Self-motivating and able to set personal goals and actively seek learning opportunities to gain new skills and knowledge that will improve the learning outcomes of children
School Ethos	Essential <ul style="list-style-type: none"> • Able to support a vision for high quality education that promotes spiritual, moral and cultural development • Able to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school • Establish an ethos conducive to promoting good relationships and high achievement whilst maintaining high standards of behaviour
Personal attributes	Essential <ul style="list-style-type: none"> • Adaptable to changing circumstances and ideas • Demonstrates energy, enthusiasm and commitment • Reliable and has integrity • Highly motivated, energetic and committed with a real desire to teach children and young people with a range of additional and often challenging needs • Consistently high expectations in terms of learning and behaviour of all children • Competent and confident in own ability to carry out all duties as given within job details. A good sense of humour with an ability to be flexible and respond willingly and appropriately to new situations



Mission Statement

‘Learning and achieving together’

Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

Aim of the School:

‘To provide a supportive learning community that enables all children to thrive’

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children’s learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



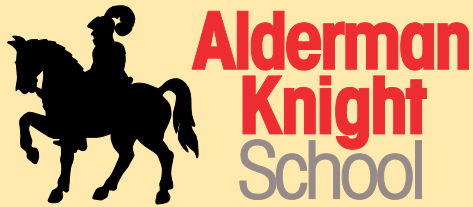
COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2020/21

1.	<p>AIM AND PURPOSE:</p> <p>Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.</p> <p>In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p>OUTCOMES:</p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence. • Young people are kept safe and are able to make safe lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3. 3.1	<p>DETAILS OF THE SERVICE:</p> <p>Capacity</p> <p>The service, at any one time, will provide education and support placements to a maximum capacity 198 pupils:</p> <ul style="list-style-type: none"> • 175 Pre 16 pupils (aged 7 to 16 years) • 23 Post 16 students (aged 16 to 19 years) <p>Commissioned places are as follows:</p> <ul style="list-style-type: none"> • Number: 198 • Age range: 7 to 19 years • Gender: Co-educational <p>Client Group and Criteria</p> <p>1. Pre 16 pupils aged 7 – 16 years</p> <p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction and • Cognition and Learning

	<p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below-expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p>
	<p>2. Post students aged 16 – 19 years The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A* -D, and • Require a specialist setting to access a further education curriculum <p>3.2 The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore these areas give an overview of the range of needs that could be catered for within this specialist setting</p>
4.	DESCRIPTION OF THE SERVICE:
4.1	<p>Placements:</p> <p>All placements into the school will be made though the Local Authority.</p>
4.2	<p>Admissions procedure:</p> <p>It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.

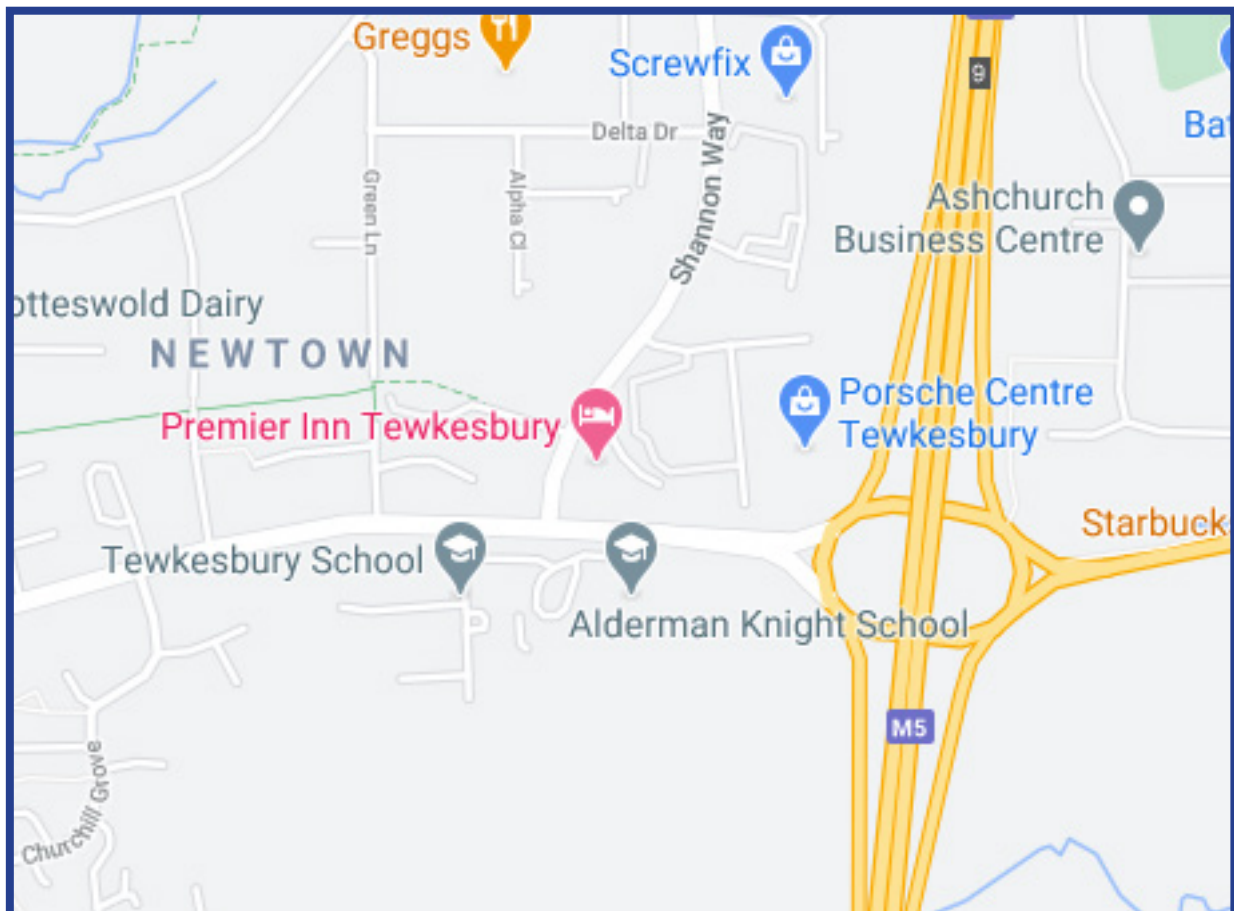
	<p>4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan.</p> <p>5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel Or The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)</p> <p>6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care</p>
5.	<p>CURRICULUM AND ACCREDITATION OF LEARNING:</p> <p>The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate .</p> <p>Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>
6.	<p>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>
7.	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p>
7.1	<p>Partnership working with schools and other agencies</p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p>

	<p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children's Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people's organisations <p>The service will promote and support the maintenance and continuation of children and young people's relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
8.	<p>PARTICIPATION:</p>
8.1	<p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people's education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents.
8.2	<p>Participation and involvement of children and young people</p> <p>The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council's protocols.</p>
9.	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>



Where you can find us

The school is located just off Junction 9 of the M5. Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project will be completed at the end of May 2021, ready for the new academic year. The learning and working environments are second to none.



Contact Details

Alderman Knight School
Ashchurch Road
Tewkesbury
Gloucestershire
GL20 8JJ

Main Reception - **01684 295639**
Email - hr@aldermanknight.gloucs.sch.uk
Website - www.aldermanknight.gloucs.sch.uk

Eteach - www.eteach.com/job/subject-leader-of-computing-and-information-technology-1132105