

Recruitment Pack



Subject Leader of Computing & Digital Literacy

February 2026



School ready; Work ready; Life ready

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Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart
Principal

We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.

STRATEGIC FOCUS

VISION: School Ready; Work Ready; Life Ready

PURPOSE





- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

Quality of Education Know More, Remember More, Do More			Behaviour & Attitudes			Personal Development			Leadership & Management		
Curriculum	Teaching & Learning	Assessment	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
<ul style="list-style-type: none"> Students access a broad, balanced, and ambitious curriculum that meets all statutory requirements. Students develop sequenced knowledge and skills within each subject, supporting strong progress and outcomes. Students are supported to develop the appropriate accessible and appropriate curriculum that promotes equity and inclusion. 	<ul style="list-style-type: none"> Students benefit from consistently high-quality, responsive teaching that drives sustained progress. Students apply their knowledge and skills to deepen understanding, which is regularly checked and reinforced. Students develop independent and metacognitive skills that prepare them for post-16 pathways and lifelong success. 	<ul style="list-style-type: none"> Students make strong progress, particularly towards Expected Standards at KS3 and Achievement Grades at KS4. Students benefit from teaching that is informed by assessment data, ensuring effective progression, support, and targeted support. Students build the skills, confidence, and independence needed to prepare effectively for their GCSE examinations. 	<ul style="list-style-type: none"> Student conduct is exemplified in lessons, during unstructured time and in the local community. Students demonstrate a consistently positive attitude and they embody the College Core Values. Positive role models are recognised and celebrated. 	<ul style="list-style-type: none"> Students and staff promote tolerance for bullying, harassment and child-on-child abuse. Everyone takes appropriate action to ensure all students feel safe. Relationships are based on mutual respect. Restorative practice is valued by all. 	<ul style="list-style-type: none"> Students value their learning time and this is reflected in their high attendance and punctuality. All students, regardless of need, are supported to attend and be on time. 	<ul style="list-style-type: none"> Students understand how they are developing physically, mentally and socially. Students are expected to make choices about what they do but also celebrate what brings them together. 	<ul style="list-style-type: none"> Students contribute to the benefit of themselves and those around them. Students support their local community, charities and the environment. 	<ul style="list-style-type: none"> Students take use of the experiences Horizon has to offer them. Students are supported to make choices about their future aspirations. 	<ul style="list-style-type: none"> A culture where: <ul style="list-style-type: none"> Everyone is school ready. Everyone is work ready. Everyone is life ready. 	<ul style="list-style-type: none"> A culture where: <ul style="list-style-type: none"> Everyone feels safe. Everyone feels supported. Everyone feels valued. 	<ul style="list-style-type: none"> A culture where: <ul style="list-style-type: none"> Everyone is considered. Everyone is included. Everyone is developed.
Curriculum Framework & Overviews	Teaching & Learning Framework	Assessment Framework	Praise & Rewards	Role of the Form Tutor	SEND & Wellbeing	Character Education	Student Voice & Votes for School	Enrichment beyond the Curriculum	Governance	Workload	Staff CPD
QoE Review Process	CPD to RAISE standards	Accountability Measures	Clear, consistent graduated consequences	Recognise, Report, Record & Refer	Personalised Provision	Citizenship & RSHE	Supporting Local, National & International Causes	Student Ambassadors & Leadership	Policy & Practice	Robust Safeguarding Practice	Communication & Engagement
National Curriculum & Exam Specifications	Evidence-based Pedagogy	Data-driven Practice	Character in the Classroom	Restorative Conversations	Student Engagement	Cultural Literacy, Diversity & Equality	Student Council in action	Careers & Enterprise	Finance	Wellbeing: Staff/students	Inclusive Practice

STRATEGIC GOALS







DRIVERS

BEHAVIOURS

Aspiration	Independence	Resilience	Core Values		Pride	Respect	Kindness
Having High Expectations of Yourself	Taking Responsibility For Your Learning	Character in the Classroom	Character in the Classroom		Having a Growth Mindset	Taking Ownership of Your Learning	
Democracy 	The Rule of Law 	British Values	Individual Liberty 		Mutual Respect and Tolerance 		

School ready; Work ready; Life ready

Core Values

 <p>ASPIRATION</p> <p>We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.</p>	 <p>PRIDE</p> <p>We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.</p>	 <p>RESILIENCE</p> <p>We never give up. We face challenges with confidence and respond positively to feedback.</p>	 <p>KINDNESS</p> <p>We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.</p>
 <p>INDEPENDENCE</p> <p>We take responsibility for our success. We take control of our future.</p>	 <p>RESPECT</p> <p>We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.</p>		

Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.

Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Please visit: <https://horizoncc.co.uk/safeguarding/>

Vacancy Details

Role: Subject Leader of Computing & Digital Literacy

Salary: MPS / UPS + TLR 2b

Type: Permanent

Closing Date: Monday 23 February 2026 at 12 noon

To Start: June or September 2026

We are delighted to offer this exciting opportunity for an inspirational and talented teacher to lead Computing and to take on the strategic role of Digital Literacy Lead within the College. Computing is taught at KS3, with BTEC Digital IT at KS4, and the Digital Literacy remit supports the development of students as safe, responsible and confident users of technology across the wider curriculum.

We are looking for a self-motivated, creative and inspiring leader to drive the success of Computing while supporting a coherent and consistent approach to digital literacy across the College. We are proud to have a team of committed and skilled staff, and we are seeking someone who shares our passion for the importance of digital education in preparing students to be *Life Ready* and *Work Ready*.

You will benefit from a balanced timetable and the support of a strong and experienced leadership team. We welcome applications from colleagues who are keen to be part of a positive, forward-thinking team and who are excited by the opportunity to combine subject leadership with a wider strategic responsibility.

Horizon also offers the successful candidate a whole-hearted commitment to professional learning that places individual development at the heart of its ethos. The College provides an excellent in-house programme of professional growth for developing middle leaders and beyond, enabling staff to enhance their practice, develop their leadership skills and realise their career potential.

Horizon is committed to ensuring and promoting the wellbeing and professional support of all staff under its care; the College has Silver status for the Be Well@Work award. At Horizon, just like students, staff are supported to reach their highest potential.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Job Description

JOT TITLE: Subject Leader of Computing & Digital Literacy
GRADE: MPS/UPS
RESPONSIBLE TO: Assistant Principal
EMPLOYEE SUPERVISION: Subject Teachers

Purpose of Post:

Improve the quality of education, raise standards, drive achievement and develop an outstanding department.

Key Areas:

Improve the quality of education within the subject:

- Develop and implement a high-quality curriculum that is in line with the college 'key principles' for curriculum design
- Ensure the consistent implementation of the whole College Teaching and Learning Framework within the subject area
- Ensure the consistent implementation of high-quality assessment and response to data that pushes all students, including those from key groups, to achieve to their full potential
- Create and implement the department improvement plan
- Quality assure, evaluate, and develop the department

Improve the behaviour and attitudes within the subject:

- Ensure the consistent implementation of the College behaviour for Learning policy
- Ensure all staff within the department are supported to raise standards and maintain an excellent learning environment across the department
- Provide life enriching opportunities to allow students to develop their cultural literacy and ensure students leave horizon 'Life Ready and Work Ready'

Raise Standards across the department

- Ensure that appropriate CPD is put in place to support and develop staff across the department
- Ensure that succession planning is taking place and leaders within the department are being developed

Ensure that staff are held to account for the quality of their work, their commitment to continuous professional development and their professionalism

Duties and Responsibilities:

As a leader within the department

- Establish the vision for the department.
- Represent the department in all matters across the college and be a positive role model for staff within the department.
- Model expert teaching and learning practice.
- Model expert behaviour management.
- Lead the delivery of a curriculum that is in line with the College key principles for curriculum design. Maintain and develop schemes of learning to support this.
- To embed students' personal and social development within the academic and wider curriculum.

- Deliver improvements in the quality of teaching and learning across the department. Ensure that the proportion of effective and highly effective teaching practice increases and that developing teaching practices are challenged and supported.
- Further develop the high expectations staff have for students and students have for themselves.
- Raise the aspirations of students at all levels.
- Ensure that assessment is both regular and thorough and is in line with the college principals for assessment.
- Ensure that all data presents a clear and accurate picture of the progress and effort of students.
- Ensure that department response to data is strategic, timely and robust so that students make excellent progress.
- Cultivate a strong and positive team ethos within the department and encourage effective collaboration such that the whole department is consistently moving forward, and everyone is aware of department expectations and procedures (e.g. through the effective use of a department handbook).
- Work effectively within the subject leadership team to support and challenge colleagues so a culture of continual improvement is established and maintained.
- Ensure the feedback framework is embedded consistently across the department.
- Give advice, and support staff within your department, to deal effectively with behaviour issues.
- Ensure students efforts are celebrated and rewarded so that they feel valued. Monitor praise using the achievement dashboard and drive the use of effective praise.
- Promote and develop the 'character in the classroom' of students within the subject.
- Monitor behaviour incidents that take place within the department and implement behaviour strategies to support students and staff.
- Ensure the department fully supports the school's Personal Development offer across all six areas and including extracurricular activities and links with the careers department.
- Provide staff with up-to-date best practice based on educational research, identifying educational research to enhance existing practices.
- Contribute to the selection for appointment of teachers to the department.
- Lead on the appraisal of the department.
- Prepare and monitor the departmental budget, ensuring value for money.
- Lead on the QA, support and coaching of staff within the department to improve their pedagogy and behaviour management.
- Deliver and facilitate appropriate CPD on curriculum, subject specific knowledge, pedagogy and the Teaching and Learning Framework for all staff within the department. Ensure there is a CPD programme in place that will appropriately develop early career teachers, developing middle leaders, newly appointed staff etc.
- Ensure that opportunities for and the development of leadership at all levels is in place.
- Strategically plan and ensure high-quality department development sessions are in place that continue to drive the department forward.
- Organise all external examination entries for the department with the Examinations Officer.
- Ensure that all stakeholders' opinions form a part of the department evaluation (e.g. staff, student and parent voice).
- Assist the school's SENCO in ensuring that students who have special learning difficulties follow an appropriate curriculum.
- Ensure that the stock and equipment is well cared for and efficiently used.
- Ensure that the teaching spaces present a safe and stimulating environment conducive to learning and that appropriate risk assessments are carried out.
- Maintain and develop links with departments from other schools, partnership feeder schools, colleges, universities and appropriate employers.

As a leader within college

- Play a full part in the life of the College to promote and sustain the ethos and policies (such as appraisal), modelling the values and the College vision.
- Attend department meetings and other leadership meetings across the whole College as required.

Professional Responsibilities

- Regularly review your own practice, including your own leadership, and take responsibility for your own personal and professional development.
- Comply and support the implementation of policies and procedures relating to the code of conduct, safeguarding, health and safety, security, confidentiality, and data protection etc.

Additional Responsibilities: Strategic Lead for Digital Literacy

- Work with SLT Digital Lead and subject leaders to promote the consistent integration of digital literacy and online safety within the curriculum.
- Support whole-college approaches to online safety, including contributing to initiatives such as Safer Internet Week and assemblies where appropriate.
- Liaise with feeder primary schools and external partners to support continuity and progression in digital literacy and online safety.
- Support and advise staff on effective practice relating to digital literacy and the safe use of technology in teaching and learning.
- Keep up to date with national guidance and emerging issues relating to digital literacy and online safety, sharing key messages with staff as appropriate.
- Contribute to the evaluation and ongoing development of the College's digital literacy provision through staff, student and parent voice.

Duties to be performed in accordance with the provisions set out in the School Teachers' Pay and Conditions Document and the relevant standards for teaching staff.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/ Desirable)
Relevant Experience	Experience of Middle Leadership within a secondary school context	Application form/interview	Essential
	Experience of using school data effectively to raise achievement	Application form/interview	Essential
	Experience of leading teams of staff in supporting and ensuring subject knowledge to enable learning	Application form/interview	Essential
	Experience of developing and improving the quality of teaching and learning within a subject area	Application form/interview	Essential
	Experience of turning Inadequate and Satisfactory Teaching and Learning into Good and Good into Outstanding	Application form/interview	Essential
Education and Training Attainments	Qualified teacher	Application form/certificates	Essential
General and Special Knowledge	Excellent subject knowledge	Application form/Interview	Essential
	Knowledge of latest developments in Teaching and Learning.	Application form/interview	Essential
	Knowledge of Accelerated Learning Cycle, Collaborative/Co-operative Learning and Assessment for Learning	Application form/interview	Essential
	Knowledge of school data – RAISEonline, FFT etc and how to	Application form/interview	Essential

	<p>analyse this data and then effectively use what the data tells us in order to support department members in raising achievement</p> <p>A clear understanding of benchmarks/estimates, predictions and targets and how to use these appropriately and effectively to support all department members in raising achievement</p>	Application form/interview	Essential
Skills and Abilities	Ability to model good/outstanding teaching and learning	Lesson Observation	Essential
	Ability to ensure a whole-school positive behaviour culture and lead department members to do the same	Application form/interview	Essential
	Ability to work on own initiative and prioritise work to given deadlines.	Application form/interview	Essential
	Ability to present information clearly and concisely to prescribed formats.	Application form/interview	Essential
	Ability to develop and motivate teachers to become outstanding practitioners	Application form/interview	Essential
	Ability to accurately assess quality of Teaching and Learning	Application form/interview	Essential
	Excellent written and verbal communication skills.	Application form/interview	Essential
	Ability to work accurately and methodically under pressure.	Interview	Essential
	Ability to respect and maintain confidentiality.	Application form/interview	Essential
	Ability to work individually and as part of a team.	Application form/interview	Essential
	Commitment to the safeguarding and promotion of the welfare of young people.	Application form/interview	Essential
	Ability to maintain appropriate relationships with staff and students	Application form/interview	Essential

	Ability to deal appropriately with a range of sensitive issues.	Application form/interview	Essential
Additional Factors	A willingness to take part in training and development opportunities as required.	Application form	Essential

In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.

The Application Process

Please read the Guidance Notes for Applicants before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

This is an exciting and rewarding role and we look forward to receiving your application.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit www.horizoncc.co.uk.

Should you wish to discuss the role further please contact us on 01226 704230.