



Ethics and Computing Faculty

Head of Faculty: Emma Hope

Our Ethics and Computing faculty offers a unique but complimentary combination of subjects which contribute to our pupils' personal development, safety and wellbeing, alongside the delivery of cultural capital, often led by external visitors. These include Computer Science, ICT, PSHE/Citizenship and Religious Philosophy and key themes from one subject can provide the content in skills based activities for another subject such as the importance of 'five a day' in the design and development of a healthy eating website.

Members of the team challenge and inspire our pupils through a curriculum that is rich, dynamic and topical. Our pupils are encouraged to engage in deep learning, creativity, critical thinking and problem solving. This aims to help them become responsible informed citizens and equip them with the skills to cope with and further develop their use of technology.

Pupils are given opportunities to develop key characteristics such as empathy and self-reflection, and to gain an understanding of positive social interactions and safe behaviours, including those online.

The Faculty is located on the first floor of our newest teaching block, which opened in June 2018. There are two teaching rooms and two purposefully designed computing suites and two offices. The Faculty is well resourced.

COMPUTER SCIENCE/ICT AND LEARNING

Computer Science involves the use of rapidly developing technologies, and it is the Team's mission to keep learners abreast of new developments. All pupils at Deer Park learn Computer Science through a hands-on approach. As well as developing algorithmic thinking and programming skills, pupils are encouraged to select and use digital applications for a variety of purposes that are in turn creative, imaginative and practical.

KEY STAGE 3 SNAPSHOT

Pupils study the content required by the National Curriculum. At Key Stage 3, all pupils have one lesson a week, and they are following a curriculum that closely matches the CAS progression pathways. The current modules we deliver are well established and offer the opportunity to cover the full breadth of the curriculum.

Year 7 Modules:	Year 8 Modules:	Year 9 Modules
E-Safety	Web design	Functional Skills/PowerPoint
Scratch	Careers in ICT	Cyber Security
Spreadsheets/Data	E-safety	Music Project
Video editing	Animation	E-Safety
Programming using Logo and Python	Hardware	Python

KEY STAGE 4 SNAPSHOT

We provide a range of opportunities at Key Stage 4. We currently offer GCSE Computer Science (OCR) and OCR Cambridge Nationals in Creative iMedia which are optional subjects and are each allocated five lessons per fortnight across our two-week timetable. These are popular subjects and examination results are improving.

TECHNICAL SUPPORT

With a large school-wide network we recognise the need to provide high quality technical assistance to support learning and administration. This support for Computing is provided by a dedicated and experienced team managed separately by a Network Manager. The Faculty works closely with the network manager to ensure the best learning outcomes are achieved with minimum risk to school systems.

Colleagues within the faculty and across the wider school work closely together and are constantly striving to improve the learning experience of our pupils. All pupils can access their own documents and email from home, and we use Show My Homework for setting homework.

During periods of self-isolation and/or lockdown, pupils continued their learning with us through MS Teams and other subject specific resources. The majority of our pupils in Key Stage 3 responded positively to our use of in-house pre-recorded lessons and those in Key Stage 4 benefitted from masterclasses led by professionals in the computer science industry.

We are seeking a full-time Teacher of Computer Science and ICT, to join the team from 5 September 2022. A copy of the generic job description follows, along with additional information about working at Cirencester Deer Park School. This is an excellent opportunity for the successful candidate to join an enthusiastic team of teachers and interested candidates would be very welcome to arrange a visit to the school.

Chiquita Henson
Headteacher
June 2022



Outline job description: All subject teachers (MPS-UPS3)

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge pupils;
2. To promote good progress and outcomes by pupils;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all pupils;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted 2019) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;
- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;

- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;
- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has recently expanded through the development of the Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.