

## Job Description

<b>Job title:</b>	Teacher of Computing	<b>Contract Type:</b>	Permanent
<b>Responsible To:</b>	Head of Faculty	<b>Salary Range</b>	MPS/UPS
<b>Location:</b>	St Pauls Way Secondary School		

### INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

### OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

### ROLE SUMMARY:

1. To plan and deliver a broad, balanced curriculum for students, in accordance with faculty schemes of work and National Curriculum programmes of study, liaising with relevant colleagues on the planning of units of work for collaborative delivery
2. To monitor and support the overall progress and development of students as a Teacher/Form Tutor
3. To deliver quality first teaching in line with the school's expectations and policies on teaching and learning

4. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their potential
5. To contribute to raising standards of student attainment
6. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
7. Under the overall direction of the Headteacher carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.

### MAIN RESPONSIBILITIES:

1. To undertake a designated programme of teaching across all key stages
2. To collaborate with colleagues at and/ or teach students, and take part in training/ coaching, at the St Paul's Way Trust School
3. Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study
4. Liaise with relevant colleagues on the planning of units of work for collaborative delivery
5. Teach consistently high-quality lessons informed by the school's teaching principles
6. Set expectations for students in relation to standards of achievement and the quality of learning and teaching
7. Teach to ensure knowledge is retained in long term memory of students
8. Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
9. Follow the department feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
10. To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
11. Work in collaboration with Learning Support Assistants, Special Educational Needs Team and Inclusion Team
12. Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students
13. Be a role model for students, inspiring them to be actively interested in your subject
14. Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in your curriculum area
15. Promote learning through out of hours activities such as enrichment, educational trips and speaker visits
16. Promote aspects of Personal Development, CEIAG and enrichment related to your subject
17. To agree, monitor and evaluate the subject student progress targets to make a measurable contribution to whole school targets
18. Engage in the student progress review model to ensure strategic plans are in place to address underperformance or concerns over individual students or sub groups
19. Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
20. To follow the school policies and procedures on teaching, learning and assessment

### Staff Development

1. Modelling an openness and desire to engage with supportive and critical feedback
2. Making an active contribution to the policies and aspirations of the school

3. To continue personal development in the relevant areas including subject knowledge and teaching methods
4. To be coached and model a positive attitude to continuous teacher development
5. To engage actively in the Performance Management process
6. Participate in whole school and CPL programmes

### Student Support and Progress

1. To be a Form Tutor to an assigned group of pupils if and when required
2. To promote the general progress and well-being of individual pupils and the Tutor Group as a whole.
3. To liaise with the relevant pastoral leaders to ensure the implementation of the Pupil Support system.
4. To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
5. To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required
6. To contribute to the preparation of Action Plans and other reports as required
7. To alert the appropriate staff to problems experienced by pupils
8. To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff
9. To apply the Behaviour for Learning policy so that effective learning can take place
10. Meet with pupils over whom there are concerns and contact home where necessary in conjunction with pupil support teams
11. Meet with pupils over whom there are concerns and contact home where necessary in conjunction with pupil support team and Faculty heads

### General administration

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met

### Equality and Diversity

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

### Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

### Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school

2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

#### Qualification Criteria

1. A fully qualified teacher with evidence of QTS for secondary teaching
2. Qualified to at least degree level in subject area and/or good A Levels or equivalent
3. Qualified to teach and work in the UK

*This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.*

#### **JOB DESCRIPTION AGREEMENT**

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

#### **EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

**COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

**CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

**HEALTH AND SAFETY**

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

**QUALIFICATION CRITERIA**

- Qualified to at least degree Level 3 or equivalent
- GCSE English and Maths, or equivalent
- Qualified to work in the UK

Signed \_\_\_\_\_ Date

**Post holder**

Signed \_\_\_\_\_ Date

**Executive Headteacher**

# Person Specification

## Teacher of Computer Science

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Knowledge of the National Curriculum in subject specialism</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Relevant experience/proven success in teaching subject specialism at all Key Stages and confidence in developing the curriculum .</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good degree in subject specialism or related discipline</li> </ul>		
<ul style="list-style-type: none"> <li>Experience in urban schools</li> </ul>		✓

Skills & Abilities	Essential	Desirable
<ul style="list-style-type: none"> <li>The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good level of ICT skills</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under-performance</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to apply effective teaching and learning strategies</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to lead and manage own work effectively and take responsibility for own professional development</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to recognise and respond to the needs of children of different attainment levels</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents</li> </ul>	✓	

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> <li>Excellent interpersonal and communication skills</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Passion for teaching own subject specialism</li> </ul>	✓	

<ul style="list-style-type: none"> <li>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A reflective approach to teaching and leadership, including seeking critical feedback to improve</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A willingness to engage positively with supportive critical feedback</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects</li> </ul>	✓	
<ul style="list-style-type: none"> <li>An appetite and stamina for challenging work</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A proactive approach to continuous professional development</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A passionate belief in the success of young people and obtaining high standards</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Flexible, adaptable, results orientated and able to prioritise, resilient under pressure</li> </ul>	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> <li>Commitment to equality of opportunity and the safeguarding and welfare of all students</li> </ul>	✓	
<ul style="list-style-type: none"> <li>To undertake, within reason, other various responsibilities as directed by the Deputy Head teacher/ headteacher/ executive headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>This post is subject to an enhanced Disclosure &amp; Barring Service check</li> </ul>	✓	