

Ofsted
Outstanding
Provider



Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
COMPUTING
(MATERNITY COVER)**

May 2022

TEACHER OF COMPUTING (MATERNITY COVER)

Dear Applicant,

Thank you for requesting details for the position of teacher of computing, (digital literacy, information technology and computer science). The post offers an exciting opportunity to teach and make a positive difference in our outstanding school, a converter Academy, and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in computing through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention, and the development of the department.

The role is required from September 2022 until the return of the substantive postholder. We anticipate this to be a 1-year contract.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education and we are working with the Local Authority to cautiously grow over the coming years to meet students' needs across the Wharfe Valley and wider district. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2022 with Ilkley Grammar School ranked in the top three best state secondary comprehensive schools in the north of England and named overall 7th best state secondary school in the north of the country

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2021 A-level and GCSE results were outstanding: over 50% of all A-level entries were at A/A* and over 70% at A*-B. At GCSE over 52% of all GCSE entries were achieved at 7+, a 10% rise on the previous year's results and over 23% above the 2021 national rate, with over a third of all entries achieved at the very top grades 9/8 – an increase of 8% from the previous year. As a result, progress of all students is well above average with a score of +.58 in 2019. Although performance tables were not published in 2020 or 2021, we are confident that we would have continued the upward trajectory of improvement we have successfully maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy, and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the

school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. We are looking for a talented teacher who can combine vision and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this computing post.

The closing date for this post is: **8am Monday 16th May 2022**
Provisional interview is scheduled for **week commencing 16th May 2022**

If you do not receive an invite to interview by Wednesday 18th May at 5pm we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Subject Teacher: Computing

Responsible to: Curriculum Leader: Computing & Media Studies

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

❑ Planning

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching
- To plan for opportunities to model excellence in your subject through analogies, explanations, and demonstrations
- To plan tasks that embed and reinforce learning, allowing opportunities to practise until learning is fluent and secure
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy, and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the Curriculum Area Improvement Plan, and its implementation

❑ Teaching and Learning

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning
- To employ a variety of strategies to motivate, support and engage students
- To use questioning and dialogue to promote deep thinking amongst learners
- To develop and use the iPad to facilitate independent learning and support learning in lessons
- To set high-quality homework that encourages independent learning and consolidates prior learning
- To support students with how to learn, using the best bets from cognitive science
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

❑ Assessment for Learning/ Responsive Teaching

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress
 - To ensure regular, high-quality, and diagnostic assessment to evidence learning
 - To give students actionable verbal and written feedback to guide their learning
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To help students plan, regulate and monitor their own learning
- To use data for future planning, support, and intervention
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

❑ Personal Best

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs

- To establish fair, respectful, trusting, supportive and constructive relationships
 - To promote a positive climate of student-student relationships based on cooperation, respect and care so that all can learn effectively
 - To have high expectations for all
 - To implement the Personal Best system consistently and fairly
 - To fulfil the role of Form Tutor where necessary and attend assemblies
 - To be familiar with health and safety requirements
 - To know and follow the school Child Protection and Safeguarding guidelines
 - To register students in form periods and every taught lesson
 - To communicate and consult with parents as required
- ❑ **Enrichment**
- To commit to the department/curriculum area programme of extra-curricular and enrichment opportunities and visits
 - To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school's whole-school Challenge and Celebration week
- ❑ **Continuing Professional Development**
- To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share best practice and be creative
 - To reflect on your practice and constantly strive to improve, using research, pedagogy and your knowledge of the students
 - To commit to the school's CPD programme
 - To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and ECTs
- ❑ **Quality Assurance**
- To contribute to the school's self-evaluation procedures, including lesson observations and learning walks, work scrutiny, student voice and other QA activities
- ❑ **Professional Standards**
- To meet the DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values, and aspirations of the school
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written and spoken English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated January 2022

COMPUTING SUBJECT PROFILE

General

We are looking to appoint an excellent teacher who can deliver the national curriculum to key stage 3 students as well as IT and Computer Science specifications at key stage 4 and 5. This post is suitable for experienced classroom practitioners and Early Career Teachers.

Overview

Computing represents one of the most cross curricular departments in the school. The spirit of using technology to engage and motivate our learners is at the heart of what we do on a daily basis, both in Computing lessons and across the wider curriculum.

Currently the curriculum area comprises of two full time and three part time members of staff, all located in the e learning centre and teaching in one of our five discrete Computing classrooms.

Computing is a popular subject throughout school. This is reflected in the positive attitude of students as well as the excellent record of results in public examinations. Many students report that they enjoy their Computing lessons and appreciate the professionalism of staff and their expertise.

We are proud of the progress and attainment that our students make at all levels and attribute this to a positive working atmosphere in lessons and the hard work and dedication of our team. We have a firm belief in sharing ideas and resources and supporting each other in our aim to maintain consistently high standards. A genuine enthusiasm for teaching the subject ensures that our role is both demanding yet rewarding.

Our staff feel that lessons should be engaging as well as challenging and at all levels we aim to make Computing lessons stimulating, varied and enjoyable. We also believe that it is important for students to find the content they encounter has relevance in their lives, both now and for the future.

Computing and e Learning Facilities

The e learning centre hosts three fully equipped Windows suites and two dedicated multimedia and developer suites of Macs. All suites in school have adopted a layout whereby student machines are positioned around the outside of the classroom, allowing large spaces in the centre where non computer and group work can take place. This layout allows for a more flexible classroom and gives the opportunity for students to learn in a variety of ways.

Our corridor area offers break out spaces for small groups of students to collaborate on projects. The breakfast bar allows students to work on laptops and iPads in a very different environment to the classroom. Currently all of our students have access to an iPad. The use of mobile technologies allows us to deepen and personalise learning, carry out live assessment and adapt our teaching, when necessary, as well as ensure that knowledge is retained.

The Computing Curriculum

Key Stage 3

Students in years 7 and 8 study discrete Computing for two periods (105 minutes) per fortnightly cycle, in year 9 they have one period (50/55 minutes). All students follow an in-house scheme of learning based on the national curriculum and developed to best meet the needs of our students and prepare them for further study. Students are taught in mixed ability tutor groups and as far as possible each group is taught by one Computing teacher per year. Progress is monitored by a

combination of self, peer and teacher assessments, used to assess and provide feedback for all our students regularly.

In year 9 students may choose to study discrete Computer Science and/or Digital IT for a further three periods (155 minutes) per fortnightly cycle. All students follow a challenging in house scheme of work that further develops the outcomes of the national curriculum and prepares them fully for a GCSE course in Computer Science and/or BTEC Tech Award Digital Information Technology. Progress is monitored by a combination of self, peer and teacher assessments, used to assess and provide feedback for all our students regularly.

Key Stage 4

Students can opt to study BTEC Tech Award Digital Information Technology for six periods per fortnightly cycle (310 minutes). At present we have two mixed ability teaching groups split between years ten and eleven; as far as possible each group is taught by one DIT teacher over two years. Progress is monitored by a combination of formal assessments, independent learning tasks, internal assessment, past exam questions, verbal feedback, peer assessment and written teacher feedback using digital media. 46% of students achieved L2 Distinction* in 2021, with 92% achieving a level 2 pass grade or above.

Alternatively, students can opt to study GCSE Computer Science (OCR) for six periods per fortnightly cycle (310 minutes). Our first cohort of students began studying Computer Science in 2013, so this is now a well-established qualification. We currently have four mixed ability teaching groups split between years ten and eleven; as far as possible each group is taught by one Computer Science teacher over two years. Progress is monitored by a combination of formal assessments, independent learning tasks, past exam questions, verbal feedback, peer assessment and written teacher feedback using digital media. 21% of students achieved a grade 9 in GCSE Computer Science in 2021, whilst 87% of our cohort achieved grade 4 or above.

Key Stage 5

Students can opt to study BTEC National Information Technology for ten periods (520 minutes) per fortnightly cycle. We currently have one mixed ability teaching group in year twelve and thirteen; at present the delivery is shared between teachers over two years. Progress is monitored by a combination of coursework assessments, teacher and client feedback and self and peer assessments. 71% of students achieved a Distinction* grade in 2021, with 100% of our cohort achieving Distinction grade or above.

Alternatively students can opt to study A Level Computer Science (OCR) for eleven periods (570 minutes) per fortnightly cycle. Our first cohort of students began studying this course in September 2014 and last year's ALPS indicator showed that progress was outstanding. We currently have two mixed ability teaching groups split between years twelve and thirteen; at present the delivery is shared between three Computer Science teachers over two years. Progress is monitored by a combination of topic tests and self, peer and teacher feedback. 67% of students achieved an A or A* grade in 2021, with 92% of our cohort achieving a grade C or higher.

Vicky Brides

Associate Assistant Headteacher: Director of E-Learning

May 2022

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Computing

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching computing	E	
<input type="checkbox"/> Successful experience of delivering and scaffolding a challenging curriculum to students with a range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of strong and effective teaching practices	E	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching computing across Key Stage 3-5	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use IT in the teaching, organisation, or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents, and students, as well as with Governors, partners and the wider community as appropriate	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience, and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: