Job Profile

_____

Job Title: **Teacher of Computing – Part time (0.6fte)**

Reports to: **Head of Department**

Location: **Oakmoor School, Bordon, Hampshire but required to work at any academy where business is conducted that is within reasonable distance of the school**

Function of the Post

To plan and deliver high quality engaging and challenging teaching and learning across the full ability and age range of students, ensuring all students make rapid and sustained progress.

Principal Accountabilities:

1.   Plan and deliver high quality engaging and appropriately challenging lessons that inspire all students to share a passion for your subject and become independent learners.

2.   Ensure all students make rapid and sustained progress in line with the assessment criteria for the scheme of work or qualification.

3.   Effectively assess student progress and understanding to inform future planning and make formative and summative assessment, including data for reporting purposes in line with academy procedure.

4.   Provide high quality marking and constructive feedback so that students are informed of how to improve their work.

5.   Set and assess appropriate homework that matches individual student needs.

6.   Take responsibility to ensure teaching assistants understand the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all students.

7.   Attend scheduled meetings of the academy and parents' evenings as directed by your line manager or senior staff.

8.   Make a positive contribution to the strategic aims, values and ethos of your subject area/s, the academy and the University of Chichester Academy Trust.

9.   Contribute to the wider life of the academy, such as leading on extra curricula activities.

The following accountabilities will be determined according to your career stage as a Teacher, and relevant to the duties of your post.

Teaching and Learning Support

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;

- Evaluate own teaching and planning critically and use this to improve own effectiveness;

- Mark and monitor students' class and homework, providing written and oral feedback, and set targets for student progress;

- Develop innovative and engaging high quality teaching, along with the robust assessment for learning that meets the needs of all pupils and leads to improved learning outcomes and raised standards of education;

- In liaison with colleagues, ensure appropriate educational provision is in place for pupils with SEND and for pupils in other vulnerable groups;

- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst pupils;

- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;

- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and pupil progress;

Planning and Managing Resources

- Contribute to the overall development of the academy which may include resource management, budget management, programme planning and the strategic planning process;

- Contribute to whole school student assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of student progress is maintained and used to inform intervention and future planning;

- Report on progress to parents and carers regularly including at consultation meetings and through an annual written student report;

- Maintain accurate student records, working with parents, carers and agencies as required, and with other colleagues.

Communication

- Communicate effectively with staff at all levels, students, parents and carers, visitors and stakeholders.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;

- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;

- Act to resolve conflicts effectively within and between teams.

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving student issues and ensuring support is in place as required;

- Create a positive culture where staff and students feel safe and are valued, where all students' needs are supported and where all stakeholders work together effectively for the benefit of the students;

- Take responsibility to ensure students are aware of and adhere to the expected behaviour and conduct within both the classroom and around the academy, in accordance with the academy's behaviour policy and in line with best practice;

- Be committed to safeguarding all children and staff at the academy, in accordance with child protection and safeguarding policies;

- Ensure all practices relating to safeguarding and child protection are effective.

Teachers' Standards (England):

You will be expected to uphold the principles of the Teachers' Standards and it is expected you will perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Code of Conduct, Academy and Trust related policies and procedures and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the wok environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust and Oakmoor are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs.

Principal Attributes and Person Specification:
Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	Qualified Teacher Status/ PGCE or NQT. Evidence of continual professional development that is relevant and appropriate to the post. Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development. Knowledge of the national curriculum in relation to the post. A good knowledge of emerging technology and the use of ICT to enhance learning and engage students. Understanding of assessment for learning and its use to raise standards. Current knowledge of safeguarding legislation and government guidance relevant to the post.	An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.	Application/ Documentary evidence Interview Teaching task.
Skills	Demonstrable evidence of the skills required to be an excellent classroom practitioner. Ability to challenge and differentiate teaching and learning for students of all abilities and needs.	Ability to analyse data for the effective monitoring and assessment of student performance and target setting. Creative and innovative approach to using the	Application/ Interview References Teaching task.

| | A skilful communicator with strong interpersonal and presentation skills, both verbal and written.

Ability to make learning exciting, relevant and cross curricular.

Ability to create a vibrant, collaborative, happy and challenging learning environment.

Ability to plan and implement a cohesive, creative and innovative curriculum. | latest technologies within the curriculum for enhanced student learning. | |
|---|---|---|---|
| **Experience** | Experience of successfully raising attainment and increasing student progress.

Experience of systematically assessing, monitoring and evaluating student attainment, and adjusting provision in order to accelerate progress.

Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community.

Successful experience of teaching children with SEND and other vulnerable groups. | Experience of participating in extra-curricular activities and visits to enrich learning experiences. | Application/CV Interview References. |
| **Personal attributes** | Enthusiastic, positive and approachable with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop.

Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups. | | Application Interview Presentation References Teaching task. |

	Adaptable and sensitive to challenging situations, forming positive relationships with students, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback. Committed to the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students and the school community. Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.		