TEACHER OF COMPUTING

APPLICATION PACK
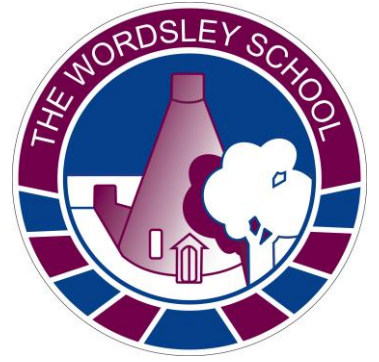
BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision; this is especially true in senior leadership and I believe that The Wordsley School provides a fantastic location for the right person to continue their leadership development. The aim of this application pack is to provide you with sufficient information to support your consideration of this.

The Wordsley School is a truly remarkable place. What makes our school so very special is its culture and ethos. Pupils enjoy coming to school and are successful in their learning because of the exceptionally high level of care and support that it provides to them on an individual basis and unashamedly, the very high standards that we expect and demand of our pupils in terms of their uniform, behaviour and their commitment to learning. Having taught and led in a variety of other schools across the country, when I drive to school each day, I know that I am very privileged to be coming to a very special place, and in the short section that follows, I hope to elaborate on why.

The unique sense of 'community' sets our school aside from any other school that I have worked. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play in our school and the sense of purpose that underpins everyone's individual contribution is what makes our working environment so collaborative and supportive. If you decide to apply for a position with us, you will be joining a committed team of staff who make it their business to excite and inspire our pupils, providing them with the very best opportunities to be successful.

As a Teacher of Computing, you will be supported by a very cohesive and friendly department, led by a Head of Computing, one other teacher, a school Network Manager and one other IT Technician. If relevant, you will benefit from the comprehensive support package offered to our Early Careers Teachers (ECT) in Year 1 and/or Year 2 of their career.

We have outstanding IT facilities and pupil uptake at GCSE is strong. Pupils' academic progress is healthy, with 65% of the 2022 cohort achieving a GCSE grade 4 or higher. Further information regarding the department can be found on page 8.

I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at https://www.wmjobs.co.uk Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post. The deadline for applications is 10:00am on Tuesday 18th April 2023.

I look forward to hearing from you.

Gareth Burton
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – 'the way things happen'. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION
To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION
We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES

CURIOSITY: we have enquiring minds and are keen to learn

INTEGRITY: we are honest and have strong moral principles

KINDNESS: we are friendly and considerate of each other

RESILIENCE: we respond well to challenge and are keen to improve

RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

Staff Benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:

- An ipad to use in school and at home, to enable seamless remote working, using cloud-based technology.

- Complimentary staff breakfast every Friday at 8:00am – a great way to catch up and connect with colleagues at the end of a week.

- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.

- Comprehensive range of staff social events throughout the year.

- Contribution to and from our Staff Wellbeing Group, who meet six times per year.

- Engagement in our optional 'Leadership Development Programme'.

- A maximum of one staff meeting per week, with a cut-off of time of 4:20pm – without fail!

- Generous allocation of directed time (For the 2022/23 year, only 93% of the permitted 1265 annual hours are directed to staff, with all teaching staff having at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders. Deputy Headteachers are allocated a teaching timetable of around 27%: 8 periods out of 30 and as far as possible, this is within their specified subject area.

- Outstanding, tailored CPD as part of our instructional coaching programme.

- Third lowest pupil to teacher ratio (average of 15.6 pupils per teacher) in all Dudley secondary schools.

- Support in completing relevant external leadership development programmes.

The Computing Department

We are a well-established department led by a Head of Computing with two other subject teachers. The department has two spacious and well-equipped computer suites which have new 'Clever Touch' interactive whiteboards. The department is supported by the school's Network Manager and IT Technician.

As a department, we aim to develop pupils' knowledge, skills and understanding through key computational concepts and experience. Our KS3 curriculum has been designed to ensure learners have required knowledge to stay safe online and think logically to problem solve. Our KS3 curriculum also provides a focus on developing resilient learners who are able to recover from mistakes, as well as transferring skills across challenges and subjects. The topics at KS3 give a basis of knowledge, skills and understanding to enable students to develop curiosity around technology and the impact it has on people and society.

At key stage 4, pupils who opt for GCSE Computer Science are entered for the OCR GCSE specification. Currently around 20% of our pupils opt to study the course at key stage 4.

Digital Literacy is also taught at Key Stage 4 to all pupils so that they can fully utilise a range of software applications, as well as applying their uses to real life scenarios in preparation for life in the real world.

Complementing the taught curriculum, we offer a range of extra-curricular opportunities including Retro Gaming Club and Cipher Challenge Club.

Job Description

Post title: **Classroom Teacher**
Responsible to: **See Wordsley line management structure**
Salary: **MPS/UPS (as appropriate)**

Part One: Teaching
A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

    • establish a safe and stimulating environment for pupils, rooted in mutual respect

    • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

    • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**

    • be accountable for pupils' attainment, progress and outcomes

    • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

    • guide pupils to reflect on the progress they have made and their emerging needs

    • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

    • encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**

    • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

    • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
    • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**

• impart knowledge and develop understanding through effective use of lesson time

• promote a love of learning and children's intellectual curiosity

• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. **Make accurate and productive use of assessment**

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils' progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**

 • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

 • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

 • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

 • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

 • make a positive contribution to the wider life and ethos of the school

 • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively

 • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

 • communicate effectively with parents with regard to pupils' achievements and well-being.

**Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

 • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

> ➤ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

> ➤ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

> ➤ showing tolerance of and respect for the rights of others
> ➤ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

> ➤ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additional duties

The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.
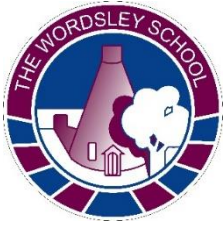
The Wordsley School

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