



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

**CANDIDATE**

# **RECRUITMENT PACK**

**TEACHER OF DIGITAL MEDIA & COMPUTING**



## **LEARN THINK CONTRIBUTE CARE**



**LFC ACADEMY  
EDUCATION  
CENTRE**  
LFC WOMEN



**Centre of  
Excellence**



**Artsmark  
Platinum Award**  
Awarded by Arts  
Council England



# WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

**Mrs J Thorogood**  
Headteacher

## TEACHER OF DIGITAL MEDIA & COMPUTING

### Role Overview

**DIRECTLY RESPONSIBLE TO:**  
Head of Faculty Computing

**COMMENCING:**  
September 2023

**CLOSING DATE:**  
9am Monday 26<sup>th</sup> June 2023

**Please contact the school to arrange a visit**

**INTERVIEW DATE:**  
Week commencing 3<sup>rd</sup> July 2023

We are seeking to appoint a dynamic, ambitious and inspirational candidate to join our team for September 2023, teaching KS3 Computing, KS4 Creative iMedia, and Post 16 Digital Media. There may also be the opportunity to teach GCSE and A Level Computer Science. The successful candidate will have the capacity to enthuse, engage and inspire our pupils through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

As a Teacher of Media & Computing, you will want to make a difference. You will want to inspire students in and outside the classroom. You must be a reflective practitioner and be committed to continuing professional development and educational research. You will become part of an inspiring team, who are always looking for ways to make learning as engaging as possible for students, whilst supporting them to progress to their full potential.

Applications are welcome from both experienced and newly qualified teachers.

The interview process will be challenging. We are seeking to find staff who can deliver in the classroom but can also inspire children to make great progress and achieve fantastic outcomes. We are also looking for a teacher who will challenge themselves and others with evidence-based practice and the belief they can make a difference to what a great Media & Computing teaching should look like.

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our students' love of learning in Media and Computing. If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. This is a great opportunity to work with a talented and forward-thinking team and make a difference to students at the school.





***“Staff felt that leaders are supportive of their well-being and cognisant of their workload”***  
OFSTED

***“When I started I thought the school was massive and that I would get lost every day  
but you soon find your way, I really enjoy it here”***

**Year 7 student**

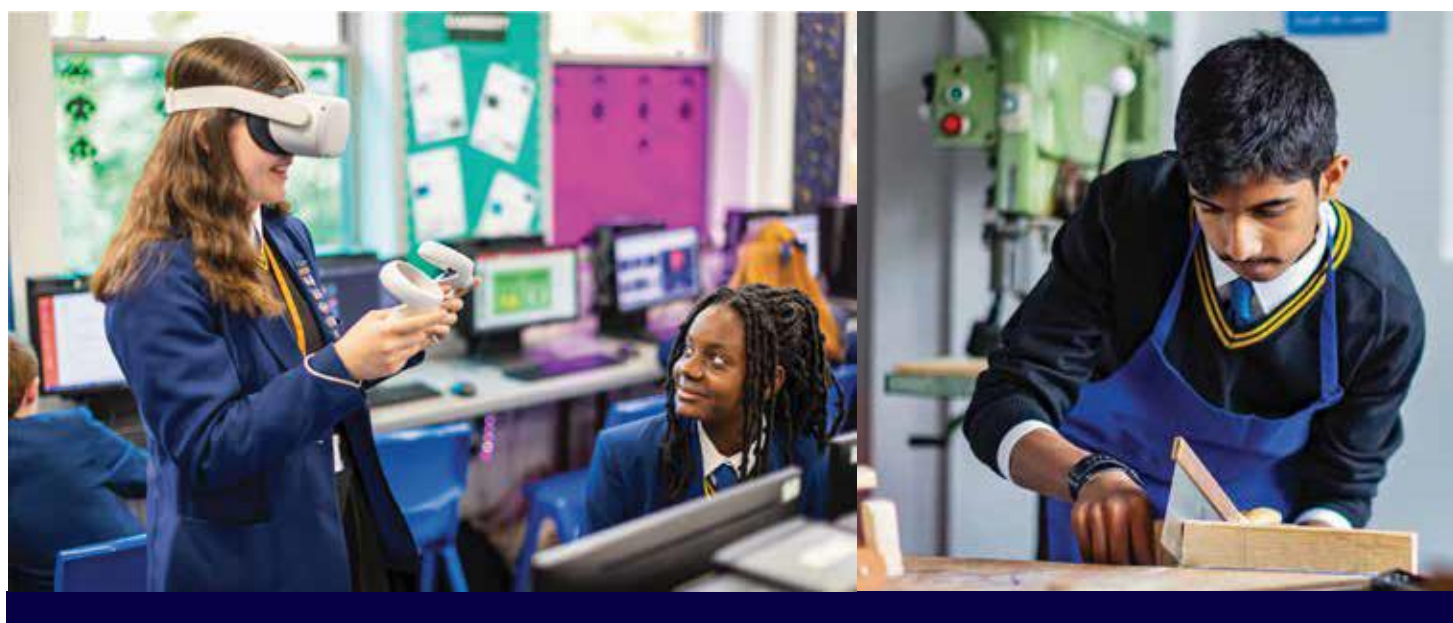
***“I go to Zoology club to learn about animals and how to look after them.  
The school has loads of opportunities for you to get involved in”***

**Year 8 student**

***“My teachers are all really helpful,  
if you get stuck they help you to understand”***

**Year 9 student**

***“Leaders follow up on any concerns quickly and effectively”***  
OFSTED



# JOB DESCRIPTION



RAINHILL  
HIGH SCHOOL

Post	Teacher of Digital Media and Computing
Grade	STPCD
Responsible to	Head of Faculty: Media, IT and Computing

## **Set high expectations which inspire, motivate and challenge pupils;**

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## **Promote good progress and outcomes by pupils**

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **Demonstrate good subject and curriculum knowledge**

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. 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

## **Plan and teach well-structured lessons**

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. 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
3. 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.

## **Make accurate and productive use of assessment**

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

1. 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
2. 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
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **Fulfil wider professional responsibilities**

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. 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.

## **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.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. 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
3. Showing tolerance of and respect for the rights of others
4. 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
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. 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.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# PERSON SPECIFICATION



**RAINHILL**  
HIGH SCHOOL

Criteria	E/D	A/I
<b><u>Experience Pupil Progress</u></b>		
Familiarity with the Cambridge Technical syllabus requirement for Digital Media	E	A/I
Familiarity with Cambridge National syllabus requirement for Creative iMedia	E	A/I
Track record of expertise and raising achievement and securing improvement	E	A/I
<b><u>Qualifications Skills and Abilities</u></b>		
Good Degree in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A/I
Experience of teaching across the ability spectrum	E	A/I
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Evidence of further professional development at Masters level	D	A
<b><u>Quality of Teaching</u></b>		
Experience of teaching iMedia at KS4 and Digital Media at KS5	E	A/I
Experience of teaching Computing at KS3	E	A/I
Experience of teaching Computer Science at KS4 and 5	D	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
<b><u>National Standards</u></b>		
Evidence all of the Teaching Standards in routine practice	E	A/I
Understanding of GCSE reforms across Computing and Media	E	A/I
<b><u>Commitment to Equal Opportunities</u></b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role    D = Desirable requirement of the role    A = Assessed via the application form    I = Assessed at Interview  
P = Presentation    T = Task

## COMPUTER SCIENCE, ICT AND MEDIA FACULTY

### Aims:

The Faculty has highly supportive, hard-working staff, committed to helping pupils achieve their full potential. The aims of the Faculty fully support those of the school, whilst striving to:

- Develop a sense of passion and commitment to computer science, ICT, and media
- ***Promote enjoyment of learning, where pupils are encouraged to become independent, multi-skilled learners that achieve highly.***
- ***Employ a range of teaching techniques providing equal opportunities to all students.***
- ***Ensure all pupils reach their full potential and foster a lifelong interest in computer science, ICT, and media.***
- ***Enable young people to make sense of the modern world, "the global village", helping them to become valuable citizens and provide the context and background for all other human activity.***

### Facilities:

The faculty has four full-size dedicated computing suites in the main school, all of which are equipped with computers and interactive screens. The Faculty has also invested in robotics, virtual reality headsets, 3D printers and mini-programmable computers in order to enhance the teaching of computing.

### Staffing:

The structure of the Faculty from September 2022 is, as follows:

<b>Vacancy</b>	<b>Teacher of Media/IT/Computer Science</b>
Laura Johnson	Head of Faculty
Aaron Cowley	Teacher of Computer Science/IT/Media/
Gemma Curphey	Teacher of Computer Science/IT/Media/

### Curriculum:

Computer Science, Creative iMedia and Digital Media are increasingly popular subjects with our pupils, with options offered at GCSE and A-level as well as vocational options at KS4/5. Media is a recent addition (2021) to the faculty, having previously been part of the Performing Arts faculty. From September 2021, the Media and IT options at KS4 were combined to offer one course (OCR Cambridge National in Creative iMedia) with the potential to deliver different units to our multiple classes, dependent on their interests and strengths.

### In Key Stage 3

All pupils are provided 2 hours per fortnight of computer Science, digital literacy, and ICT.

### In Key Stage 4:

Rainhill students take their options in Y9 and start GCSE in Year 10.

**Current Year 10 Computing:** OCR GCSE Computer Science

**Current Year 10 iMedia:** OCR Cambridge National in Creative iMedia (2022 Specification)

**Current Year 11 Computing:** OCR GCSE Computer Science

**Current Year 11 Media:** OCR Cambridge National in Creative iMedia (Legacy Specification)

### Sixth Form:

Our faculty is a popular one and this year has seen increasing numbers of students joining the KS5 courses. Digital Media is a popular subject that, as detailed above, has recently been added to the Computing Faculty. It is a successful subject, with healthy cohorts, currently following the OCR Cambridge Technical in Digital Media. Computer Science A-level was offered for the first time from September 2017 and now, also, has a very healthy cohort. In addition, the Faculty currently offers the Cambridge Technical Level 3 in IT qualification (Emerging Practitioners Pathway), providing an alternative pathway for students keen to develop their skills in ICT. Small classes allow us to offer personalized support.

## **Exam Results 2022**

### GCSE Computer Science

- 35% grades 9-7
- 78% grades 9-4
- -0.76 SPI
- Average Grade 5+

### Cambridge National Creative iMedia Level 2

- 60% grades D\*-D
- 90% grades D\*-P
- 2.15 SPI
- Average Grade Merit

### A Level Computer Science

- 100% grades A-B
- 100% grades A-E
- ALPS 3
- -0.12 VA

### Cambridge Technical Information Technology Level 3

- 100% D\*-M
- 100% D\*-P
- ALPS 3

### BTEC Digital Media Level 3

- 100% D\*-M
- 100% D\*-P
- ALPS 1
- 0.58 VA

## **Extra-curricular:**

Our students have the opportunity to attend extra-curricular sessions in 3D printing, robotics, virtual reality and coding. The faculty also runs D&D clubs each evening.

Students are a welcome presence in the Faculty, to enhance their ICT skills and develop new computing skills, with an open door policy before school, at lunchtime and after school.

**Alan McKeegan**

**Deputy Headteacher (Line Manager of the faculty)**

**June 2023**



## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Click here for the [Teacher application form](#)

# OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

