

**Lady Margaret School**

**Teacher of Computer Science For KS3 and Mathematics**

**Job Title:** Teacher of Computer Science For KS3 and Mathematics

**Reports to:** Head of Mathematics

**Overall Responsibility:** Delivering the highest quality learning experiences to students learning Mathematics

**Start date:** September 2024

**Salary:** Inner London Main Scale—Upper Scale, dependent on experience, plus TLR 2A (£2,873 per annum)

**Disclosure level:** Enhanced

**Roles included:** Teacher of Mathematics and Computer Science, Form Tutor

**Safeguarding**

* Lady Margaret School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
* Appointment to this post is subject to an enhanced criminal record and background check

**Aim and Main Purpose of the job:**

To actively support the school’s ethos and vision and to: -

* Ensure that standards of student attainment and achievement in Maths and Computer Science are sustained and developed so that all students make expected or more than expected progress.
* Be accountable for student progress and development within KS3 Computer Science.
* Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all KS3 students studying Computer Science.
* Be accountable for the leadership, management and development of Computer Science at Key Stage 3.
* Effectively manage and deploy support staff, financial and physical resources within the Computer Science department to support the curriculum.
* To minimise the performance gap for vulnerable students, eg those in receipt of Pupil Premium.
* To actively support the school’s ethos and vision and to: -

**Main Duties and Accountabilities:**

**Strategic Planning:**

* To meet with SLT to establish how the work of the Computer Science Department will support the development of the school.
* To devise an annual DDP and implement strategies within the Department in support of the School’s Development Plan (SDP).
* To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.
* To liaise with SLT and other HODs to maximise the Computer Science Department’s contribution to positive progress and performance.

**Classroom Teacher:**

1. Plan and deliver high-quality, challenging lessons
2. Prepare students for any internal or public examinations, to enable each student to achieve her potential.

3. Maintain high expectations of students and set them challenging but achievable targets.

4. Understand your responsibilities for students with particular educational needs. These will include identifying students with special educational needs, adapting your teaching accordingly, seeking advice from colleagues including the SENCO when appropriate.

5. Follow all relevant school and departmental policies in the planning and delivery

of lessons. 6. Where a member of staff is under allocation to do cover lessons where necessary.

**Curriculum Provision and Development:**

1. Liaise with SLT to ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the SDP.

2. Organise department meetings so that professional dialogues can be achieved, information disseminated and good practice shared.

3. Monitor and respond to curriculum development and initiatives at national and local level.

4. Organise departmental CPD so that all colleagues can be engaged in relevant and meaningful activities in support of their own teaching, the development of schemes of work and the implementation of key school learning strategies.

5. Maintain department teaching resources.

**Assessment, reporting and communication**

1. Implement the school approach to assessment and feedback to inform planning, develop learning and evaluate students’ progress.

2. Provide formative oral and written feedback to help students reflect upon and improve their work.

3. Make effective and regular use of the school’s assessment criteria and reporting procedure to inform learning.

4. Maintain regular records of students’ attainment and progress.

5. Attend parents’ evenings and Open Evenings as required.

**Professional development**

1. Demonstrate a commitment to continuous professional development by participating in opportunities to build your capabilities as a teacher.

2. Maintain an up-to-date expert knowledge of your subject area, relevant aspects of the curriculum and exam board requirements.

3. Ensure you understand your professional responsibilities in relation to school policies and practices.

4. Evaluate your own teaching critically and use this to improve your professional development.

**Form Tutor Responsibilities**

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, and academic progress.

2. Develop strong relationships with tutees based on trust and respect.

3. Deliver the PSHE curriculum to tutees in the weekly PSHE lesson.

4. Implement attendance, rewards, sanctions, behaviour and monitoring policies.

5. Work with the Head of Year to identify the need for Intervention planning where necessary. 6. Monitor the safeguarding and welfare of students in your tutor group

7. Make Heads of Year, SENCO and senior staff aware of any issues with students as necessary.

8. Proactively engage parents to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.

9. Model the ethos of the school.

10. Keep the form register and monitor patterns of student attendance / absence.

**Notes**

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers’ Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the schools published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos.  (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.

6. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

**Person Specification:**

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|  | **Essential** | **Desirable** |
| **Qualifications** |  Qualified to at least degree level.   Qualified to teach in the UK.   Qualified to work in the UK.   QTS or equivalent. |  Further professional qualifications |
| **Experience** |  Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities.   Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes.   Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.   Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. |  Successful experience of working particularly with high ability and SEND students. |
| **Knowledge** |  Thorough knowledge of the requirements of the subject.   * An understanding of the way’s children learns and how individual needs may be assessed and met. * Good knowledge of current educational developments and initiatives relating to the subject and their implications. * An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. |  Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels. |
| **Skills** |  Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with students, staff and parents.   * The ability to develop positive relationships with all young people. * Well-developed planning & organising skills including time management, prioritisation, delegation and administration. * Ability to plan, monitor, evaluate, review and lead by example. * Sound judgement and problem-solving skills. |  Ability to plan and lead fieldwork   An ability to use data confidently to inform planning.   Competent user of ICT |
| **Motivation** |  Willing to support LMS school ethos as a Church of England school.   Willing to be fully engaged in the whole life of the school including extra-curricular activities.   Willing to be a form tutor.   Committed to working collaboratively with colleagues.   A commitment to the safeguarding and welfare of all students. | * Experience of leading successful extra-curricular activities which inspire and motivate learners. |