

## Teacher of Computer Science

<b>Job Title:</b>	<b>Teacher of Computer Science</b>	<b>Department/Group:</b>	Faculty of Computing
<b>Line Manager:</b>	Cat Wrobel	<b>Salary Range</b>	<b>MPS 1– £34,502- MPS 6 £44,756 UPS 1 - £49,320- UPS 3 £53,482</b>
<b>Start date:</b>	<b>September 2023</b>	<b>Contract Type</b>	<b>Permanent</b>

### Main purpose of this role

- To plan and deliver a broad, balanced curriculum for students, in accordance with faculty schemes of work and National Curriculum programmes of study, liaising with relevant colleagues on the planning of units of work for collaborative delivery
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor
- To delivery quality first teaching in line with the school's expectations and policies on teaching and learning
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- Under the overall direction of the Headteacher carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.

### Teaching responsibilities

- To undertake a designated programme of teaching across all key stages
- To collaborate with colleagues at and/ or teach students, and take part in training/ coaching, at the St Paul's Way Foundation School (Key Stages 1-2)
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery
- Teach consistently high quality lessons informed by the school's teaching principles
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching
- Teach to ensure knowledge is retained in long term memory of students
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
- Follow the department feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Work in collaboration with Learning Support Assistants, Special Educational Needs Team and Inclusion Team
- Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students
- Be a role model for students, inspiring them to be actively interested in your subject
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in your curriculum area
- Promote learning through out of hours activities such as enrichment, educational trips and speaker visits
- Promote aspects of Personal Development, CEIAG and enrichment related to your subject
- To agree, monitor and evaluate the subject student progress targets to make a measurable contribution to whole school targets
- Engage in the student progress review model to ensure strategic plans are in place to address underperformance or concerns over individual students or sub groups

- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- To follow the school policies and procedures on teaching, learning and assessment

### **Staff Development**

- Modelling an openness and desire to engage with supportive and critical feedback
- Making an active contribution to the policies and aspirations of the school
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To be coached and model a positive attitude to continuous teacher development
- To engage actively in the Performance Management process
- Participate in whole school and CPL programmes

### **Student Support and Progress**

- To be a Form Tutor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to personal development, CEIAG and enrichment according to school policy
- To apply the Behaviour for Learning policy so that effective learning can take place
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads

### **General administration**

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
- Ensure that communications are responded to in a timely manner and agreed deadlines are met

### **Equality and Diversity**

- The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

### **Health and Safety**

- The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

**Safeguarding**

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

**Qualification Criteria**

- A fully qualified teacher with evidence of QTS for secondary teaching
- Qualified to at least degree level in subject area and/or good A Levels or equivalent  
Qualified to teach and work in the UK

## Person Specification

<b>Knowledge and Experience</b>
Qualified to teach and work in the UK
Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard (can be as part of teacher training)
Knowledge of the National Curriculum in subject specialism
The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress
Relevant experience/proven success in teaching subject specialism at all Key Stages and confidence in developing the curriculum
Good understanding of effective procedures for managing and promoting positive behaviour among pupils
Good degree in subject specialism or related discipline
<b>Skills and Abilities</b>
The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff
Good level of ICT skills
Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under-performance
Ability to apply effective teaching and learning strategies
Ability to lead and manage own work effectively and take responsibility for own professional development
Ability to recognise and respond to the needs of children of different attainment levels
The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents
<b>Personal Qualities</b>
Excellent interpersonal and communication skills
Passion for teaching own subject specialism
Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels
A reflective approach to teaching and leadership, including seeking critical feedback to improve
A willingness to engage positively with supportive critical feedback
Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects
An appetite and stamina for challenging work
A proactive approach to continuous professional development
A passionate belief in the success of young people and obtaining high standards
Flexible, adaptable, results orientated and able to prioritise, resilient under pressure
<b>Other</b>
Commitment to equality of opportunity and the safeguarding and welfare of all students
To undertake, within reason, other various responsibilities as directed by the Headteacher
This post is subject to an enhanced Disclosure & Barring Service check