



Lead Teacher for Computing & ICT

Candidate information and role profile

Dear Applicant,

Thank you for taking the time to find out more about Cranbury College. This pack is intended to give you information about the role of Lead teacher for ICT and Computing, together with details of the college's vision and ethos and our aspirations.

Cranbury College is an ambitious Alternative Curriculum Provider. Joining the college team is a superb opportunity for an ambitious and motivated teacher who wants to make a lasting difference to the communities we serve.

At Cranbury College we believe in the importance of IT and Computing skills for life and try to offer a broad curriculum giving students the skills and opportunities for qualifications to help plan their pathways and next steps.

What makes Cranbury College unique:

We are dedicated to offering every young person the opportunity to realise their potential, ensuring that every young person is at the centre of everything we do. At Cranbury College we guarantee a personalised learning service; a place where young people and their families enjoy success every day. We work in partnership at every level with all of our stakeholders and partners across Reading. Our aim for Cranbury College is to be the cornerstone of support to young people in Reading. We offer a provision of services that make a positive impact on the outcomes for young people and the colleges they attend. Cranbury College provision is flexible, bespoke and offers an enriched curriculum to meet the academic and vocational needs as well as health and wellbeing of all its students. The College offers teaching and learning opportunities that provide young people with literacy and numeracy progression alongside socialisation skills and preparation for next steps.

The staff team at Cranbury College are extremely dedicated, talented and hard working. The College and its staff work tirelessly to ensure that every child is given the opportunity to success. For many of our students "the future starts here".

This role represents a unique opportunity to join a "Good" Alternative Curriculum provider. You will have the opportunity to teach across the different sites, as well as lead the subject at all key stages.

If after reading the enclosed information you would like to apply, please complete the online application form or the attached form, please ensure you include why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job by the closing date.

If you have any queries please contact Emma Conroy on 0118 937 6847 If you would like to speak with me directly, please call on the number above. Visits to the College are welcome and please contact Emma to arrange.

I look forward to receiving your application.

Mandy Wilton
Headteacher



Lead teacher for IT and Computing - Job description.

Job Title: Lead Teacher for IT and Computing

Reports to: Leader of Learning

Responsible for: Providing outstanding leadership and management of IT and Computing across the college

Line management of: Teaching and support staff

Start date: September 2018 or sooner

Salary: Main Scale + TLR + SEN

Disclosure level: Enhanced

Roles included: Classroom teacher, Head of Department, Key Worker/Form tutor.

Experience required: Suitable for either a current HoD wanting to work in an alternative curriculum environment or an ambitious teacher keen to take a step into

Job purpose:

To take a lead role in building the Computer and IT curriculum and driving standards up to ensure that Cranbury College is an Outstanding AP College by developing a rigorous and fit for purpose Computing and IT curriculum, teaching high-quality lessons, and promoting exceptional levels of academic and personal development, attainment and wellbeing for all Cranbury College Students across all key phases.

Objectives:

- To take a lead role in developing and leading a rigorous and evidence-based curriculum which enables the highest level of pupil progress and attainment.
- To ensure the Computing and IT curriculum is 'future-proof' and remain abreast of the significant changes in the National Curriculum and GCSE and A-Level Examinations and aligning Computing and IT with these new curriculum requirements, developing a coherent KS1-5 curriculum pathway that is an example of best practice for others.
- To ensure consistently high standards of teaching.
- To model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders.
- Lead a professional community of subject teachers to ensure the highest student attainment and progress.
- To put in place the systems and structures at a department level that ensure every teacher develops as an expert practitioner.
- Monitoring and accountability for the progress and attainment of pupils in Computing and IT.

- Deliver high quality training on teaching and learning to other staff, focusing on your areas of particular expertise.
- To act as a coach or mentor for other teachers as required.
- Modelling for all staff exemplary practice in terms of managing difficult and challenging behaviour from pupils, and establishing a culture of high expectations within your lessons.
- To be an active member of the College Middle Leadership team and work with other subject leads.

Outcomes and activities

Leadership of Computing and IT

- Design a broad, engaging and challenging curriculum that enables all pupils to enjoy and achieve at the highest level, supported by detailed schemes of work, to ensure consistency and coherence across all sites.
- Establish a clear department development plan and monitor and evaluate its delivery and effectiveness.
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment and progress.
- Monitor the effectiveness of teaching and learning and planning processes within your department and across other departmental areas.
- Support the professional development of teachers and their training where appropriate.
- Follow the college structure for mentoring, coaching and monitoring staff (including supervision of NQT's and beginner teachers).
- Manage the deployment of department resources effectively and efficiently.
- Monitor the progress of all pupils and sub-groups of pupils with staff and plan appropriate support / interventions to remedy slow progress.
- Produce, in line with the college self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your department engage with these.
- Liaise with all appropriate personnel regarding support for student progress.

Curriculum and assessment design

As a teacher:

- Implement the college approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress.
- Provide developmental oral and written feedback to help pupils reflect upon and improve their work.
- Make effective and regular use of the college's assessment criteria and reporting procedures to inform learning.
- Set targets for raising pupil attainment in the context of whole college targets and work towards their achievement.

- Maintain regular records of pupils' attainment and progress.
- Prepare and present informative written and verbal reports on pupils' progress to parents in line with Cranbury College policies.
- Attend parents' evenings and Open Evenings as required.
- Assess how well learning objectives have been achieved and use this assessment and college provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
- Liaise with external agencies about individual pupils as required.

As a Lead Teacher:

- Review and develop the curriculum on an on-going basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short and medium term plans to deliver highly effective lessons.
- Set regular, measurable and significant assessments for pupils.
- Ensure all pupil data is understood and interpreted by staff and pupils and used to modify lesson planning.
- Analyse and interpret data on pupils' achievement in your subject, ensure pupil performance data is used effectively and is in line with departmental targets.
- Review with teachers or HLTA's their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review.
- Oversee the setting of pupils into appropriate ability groups and review half-termly.
- Ensure procedures for both internal and external exams are carried out according to the College's procedures and the Boards' regulations as appropriate.
- Ensure the maintenance of accurate and up-to-date information on the management information system.
- Disseminate and make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Oversee the production of reports on pupil progress in line with Cranbury College policies.
- Produce reports on examination performance, including the use of value-added data.
- Oversee your subject's collection of data.
- Provide the Senior Leadership Team and Management Committee with relevant information relating to the subject areas' performance and development as requested.

PROFESSIONAL DEVELOPMENT

As a teacher:

- Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
- Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
- Ensure you understand your professional responsibilities in relation to college policies and practices.
- Evaluate your own teaching critically and use this to improve your effectiveness.

- Engage, positively, with the Cranbury College performance-management system.
- Support colleagues with teacher and learning.

As a Head of Department:

- Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level.

NON-SUBJECT RESPONSIBILITIES

- Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well-being. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
- Develop strong and positive relationships with pupils.
- Implement all college policies, including the college's behaviour policy.
- Contribute to the design and delivery of the college's enrichment curriculum in line with your timetable and the College's enrichment policy.
- Model the ethos and vision of the college at all times.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Contribute to the college's liaison, marketing and pupil recruitment activities.
- Lead the development of effective subject links with partner colleges and schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of the subject at Open Days/Evenings/Taster sessions and other events.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the College's Health and Safety policies
- Be responsible for the health & safety of pupils when they are authorised to be on college premises and when engaged in authorised activities elsewhere
- Adhere, at all times, to the expectations of teachers at Cranbury College, outlined on the final page of this document.
- Any other duties as required by the Headteacher commensurate with the post.

KEYWORKER/FORM TUTOR RESPONSIBILITIES

- Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
- Develop strong, trusted, relationships with each tutee to act as his or her mentor.
- Plan and manage "Ready to Learn" time.
- Implement Cranbury College attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees.
- Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
- Monitor the safeguarding and welfare of tutees.
- Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
- Make specialist staff (SEND CO, SDO) and senior staff (Phase leaders and SLT) aware of any issues

with tutees as required.

- Proactively engage parents of tutees and endeavour to build positive home-college relationships. Act as the primary point of contact for parents of your tutees.
- Model the ethos and vision of the college.
- Keep the form/lesson register and monitor patterns of pupil attendance/absence.
- Undertake any other various responsibilities as directed by the Headteacher or Senior Leader.
- Undertake the other main professional duties of a teacher as set out in the Cranbury College pay and conditions of service document.

NOTES

- All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the college with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher. In addition, as the Lead Teacher in an AP setting, candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the middle and senior leadership teams are working as efficiently as possible.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Working at a middle leadership level or supporting a Middle Leader implement change.
- Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider college.
- Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Using QA systems to evaluate the standards within your department and to modify plans accordingly.
- Leading intervention programmes at a department/year group/whole college level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.

Teacher development (all senior and middle leaders are expected to be able to model great teaching and to develop others) - experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

Leadership and management – The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
 - the ability to delegate
 - the use of effective time management

- the ability to prioritise
 - Resilience and motivation to lead the college through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
 - Genuine passion and belief in the potential of every student.
 - Strategic thinking
 - An educational vision aligned with the college's high aspirations and high expectations of themselves and others.
 - A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex AP college and a commitment to relentlessly instilling these strategies.
 - An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the college in the community.
 - Confident and effective presentational skills during public speaking.
 - Skilful management and maintenance of working relationships with parents and other stakeholders.
 - Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
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- **This post is subject to an enhanced DBS disclosure.**
 - **The post holder must be committed to safeguarding the welfare of children.**