



TEACHER OF COMPUTING

APPLICATION PACK

Neston High School
Raby Park Road
Neston
Cheshire
CH64 9NH

Headteacher: Mr K Simpson

www.nestonhigh.com

✦
*Shaping
Extraordinary
Lives*
✦



Open letter from Mr K Simpson (Headteacher)

Dear Colleague,

Neston High School is a large 11 – 18 rural fully inclusive comprehensive school with approximately 1,750 students on roll. We are consistently over-subscribed and are proud to serve our local families and the community who travel into the area to learn in our state of the art multi-million new build and grounds. Within our centre for learning you would be joining a dedicated team of colleagues, who consistently strive to shape extraordinary lives by providing all of our young people with the opportunities to explore, dream and discover their holistic potential.

As we continue to inspire our young people and further enhance their life-chances, I hope that the information provided inspires you to join us and help lead us forward into new exciting adventures.

For further information on the school, a more global understanding can be found from the website at www.nestonhighschool.com.

We really believe in true working partnerships thereby if you have any questions please contact the school direct in order to fully understand the exciting opportunity to join us in the near future.

Kindest regards

Keith Simpson
Headteacher

TEACHER OF COMPUTING

Full time position from September 2023

Do you have a passion for your subject?

Are you confident in your ability to deliver outstanding lessons in Computing across all key stages?

Are you confident in your ability to deliver outstanding lessons in ICT across key stages four and five?

Are you confident in developing your ability to teach Business courses at key stages four and five?

Do you have a passion for learning and strive to be an outstanding classroom practitioner?

Do you create engaging and challenging experiences for your students?

Do you have an excellent track-record of inspiring students to reach beyond their potential?

Do you want to join a supportive and enthusiastic team striving to build upon their strengths?

Do you want to join a heavily oversubscribed school in Cheshire with an excellent reputation?

Do you want to join a large school that supports the professional development of their staff?

If you are excited by your answers to these questions, then you may be our next teacher to join our Business and Computing team.

We are looking to appoint inspirational colleagues, to join our thriving learning community.

We are building on present best practice and developing a new strategic vision in order to raise standards even further. We are seeking a teacher to join our team who can bring creative new ideas to further enhance the learning experience of our students.

Closing date: 9am Friday 27th January 2023

Proposed interview date: Thursday 2nd February 2023

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful applicant must have enhanced DBS disclosure and satisfactory references.

The School is an equal opportunities employer.

Application packs / forms are also available to download on the school website

[Work with us - Neston High School](#)

Please apply to Mr K Simpson, Headteacher via Mrs Leadbetter, PA to the Headteacher at Neston High School on: leadbetterh@nestonhigh.com



DEPARTMENT INFORMATION

This is an exciting opportunity to join a thriving and successful Business and Computer Science faculty. This opportunity has arisen due to previous members of the team retiring. The team consists of six members.

The main focus of this position will be delivering high quality Computing and ICT lessons across key stages three to five. The ability to deliver Business courses would be of considerable benefit in aiding the faculty achieve its goals.

At key stage three students receive one hour per week of Computing lessons, with a significant focus on the Computer Science curriculum, although we do still incorporate traditional ICT based units to maximise student skills. Sets are based upon Maths and Science sets in year seven and on Science sets in years eight and nine. This can result in some of our more able Computing students being in lower sets and less Computing able students in some of our higher sets. Therefore, it is essential that lessons are differentiated to allow access to the curriculum for all students and provide challenge for our more able students. Units delivered at key stage three vary significantly in focus, with some of the units covered including understanding computers, programming in Python, Scratch and Logo, control systems, data handling, how computers work, binary, spreadsheet modelling, Cyber Security and project-based work.

At key stage four the Computing department offer courses in BTEC DIT Level 2 and in OCR GCSE Computer Science. The Business department may opt to study Eduqas GCSE Business studies or OCR Cambridge Nationals Level 1/2 in Enterprise and Marketing. Uptake on the courses has traditionally been very good and results have frequently been amongst the highest subjects in the school.

At key stage five students the Computing department offers OCR A Level Computer Science and OCR Cambridge Nationals Level 3 in IT. Again, uptake and results are very positive. Students may also opt to study Eduqas A Level Business or OCR Cambridge Technicals Level 3 in Business.

The standard of facilities and network support are excellent in our recently built school.

The department is fully supportive of developing colleagues who enjoy a variety of CPD opportunities.



Criteria	Essential	Desirable	Evidenced From?
Qualifications	• A degree • A teaching qualification	• Additional evidence of CPD in the area of Computing/Business	• Application form
Experience	• Evidence of planning, reviewing and delivering creative schemes of work and lessons • A track record of high-quality teaching • Experience in an 11-19 school	• A proven record of supporting and monitoring students and planning interventions to ensure good outcomes • Experience of teaching KS3 Computing and ICT • Experience of teaching KS4 & KS5 Computer Science/ICT	• Application form
Abilities and Skills	• An outstanding level of Computer Science subject knowledge • To enhance the current school vision and ethos • Keeping up to date with relevant developments in teaching practice and specialist subject and communicate these with the department • To positively impact on learning outcomes for students • To lead and motivate students • To provide appropriate support and challenge to students • To take and act upon initiative • To have a strong presence and maintain a high profile • To safeguard and promote child safety and welfare	• An excellent level of Computing and ICT proficiency • Ability and willingness to teach Business to key stage five • Ability to implement behavior management strategies • Ability to use data to identify underachieving students and implement intervention strategies to support their progress	• Letter of application • Selection process • References

	• To work with a variety of partners with an inclusive approach to learning and teaching. • To prioritise and complete tasks • Effective communication and listening • A creative approach to problem solving • Strong interpersonal skills • Efficient resource management		
Qualities	• Clear commitment to achieving the best for all members of the school community • Belief in inclusion, achievement and aspiration • Strong sense of community • Strong sense of justice and mutual respect • A dynamic approach • Sense of perspective		• Letter of application • Selection process • References
Knowledge	• Current thinking and initiatives around ICT, Computing and the National curriculum assessment. • Effective teaching and learning strategies	• Knowledge of current Business courses at key stages four and five • Use of school performance data to plan for the future • Experience of a variety of KS4 and KS5 courses • Up to date KS3 Computing and ICT knowledge	• Letter of application • Selection process • References

Job Title: Teacher of Computing
Responsible to: Head of Department / Senior Leadership Team Line Manager

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and capital planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.

3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programme of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.

2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
 3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
 4. Implement the use of new technologies that enhance teaching and learning.
 5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
 6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
 7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
 8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
 9. Contribute to the professional development of colleagues, especially NQTs and ITTs.
 10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.
- N.B:** Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review.

These additional tasks are seen as an important part of the School's professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.