

May 2020

Dear Applicant

### **Head of Computing and ICT, Permanent, Full Time, commencing August 2020**

Thank you for your interest in the post of Head of Computing and ICT at this Community College and lead teaching school in Thomas Estley Learning Alliance. Please find below some information regarding the college and this post. You will also find extra information on our college website at [thomasesstley.org.uk](http://thomasesstley.org.uk) and on the OFSTED website. We hope that you will find the information of value in considering and, if appropriate, making your application.

#### **Computing and ICT at the College**

Students in years 7-9 have one discrete lesson of Computing per week. The core key stage 3 curriculum has a strong focus on building students' programming and computational thinking skills as well as developing their core IT skills to support the wider school curriculum and beyond. Topics covered at key stage 3 include computer science, spreadsheets, binary, modelling, web design, databases, coding and cryptography (including a trip to Bletchley Park) and programming in a range of tools including Scratch and Python.

Each year, we run a disaggregated 'Modules' week of learning. In year 8, students engage in a space-themed STEM week incorporating a range of computing tasks (which you will co-lead alongside a Science TLR holder). For those students wishing to specialise further in Computing, our year 9 students can opt into a Programming 'Specialism' afternoon which happens every week and allows them to develop their programming skills further within the context of our highly regarded Leadership and Character provision.

The subject is further enhanced through additional targeted interventions, including a lunchtime programming club.

All students are given the option to continue their study into Key Stage 4, where we offer the popular Computing GCSE alongside Cambridge Nationals ICT, with Computing having a minimum entry requirement based on maths attainment in year 9.

Computing is a well-established and resourced department, with all lessons delivered in one of two high-spec air-conditioned rooms. The school has in total 4 dedicated computer rooms and over 100 laptops in use. A rolling upgrade programme ensures that the two main Computing suites always have the latest equipment in the school, with SSD, 8G RAM and large screen monitors the current standard. All computer suites additionally have the NetSupport Classroom Management software, providing teachers full

#### **Success Academy Trust**

Registered in England  
Vice-Principals: C. Cornelius, R. Fegan

Company No: 8135389

Registered Office: As above  
Assistant Principals: M. Young, J. Hartley

VAT Registration No: 153 2274 31  
College Manager: A.M. Willett



monitoring and control of student activity. Recent upgrades to the infrastructure at the school includes a fully redundant commercial-spec server with SSD storage array, 40Gig backbone capacity with fibre connectivity to switches, and improved Internet connectivity with backup line. We have further plans to implement BYOD over the next 12 months. All students work on Office 365 accounts, saving work to OneDrive and we use a combination of Sharepoint, ShowMyHomework and other specialist sites, configured for SSO via RM Unify, to deliver resources to students both at home and in school.

Throughout the college we aim for a high quality 5-19 learning experience for all of our pupils, with close links with all partner schools, particularly within our Academy 5-19 Trust. Projects and shared experiences take place across transition points, including opportunities for more able learners and targeted inclusion tasks. The successful candidate will work within a highly skilled circle of middle leaders and supportive senior team, and play a lead role in promoting Computing across the college; working with others across the Trust and partner schools including taking part in an established subject leader network; and contributing their ideas towards further development of the subject as well as the wider school curriculum.

## **The College**

Thomas Estley Community College is a thriving, well-established Leicestershire 11-16 Community College, with a PAN of 900 students, and very strong links with primary and secondary partners. It is the Lead School in the Success Academy Trust, the lead National Teaching School in the Thomas Estley Learning Alliance as well as a lead school for School Direct placements across Leicestershire. A leading member of many local networks, including Learning South Leicestershire and county wide groups, it has a high local and national profile.

The College is very strongly committed in principle and practice to its role as a Community College, including adult learning, before and after school clubs and an onsite preschool. We are proud to have received many awards for excellent practice, we regularly welcome local, national and international visitors, and our practice in leading training, from School Direct PGCE to middle and senior leadership level, is well embedded.

The College was inspected by OFSTED in 2019 and rated Good, in all main areas. 'Thomas Estley Community College is a forward-looking, innovative, aspiring and ambitious college. Its excellent and inspiring senior leaders ensure the highest quality of educational provision, which in term results in exceptional achievements and outcomes for students'. 'The innovative, creative and unique curriculum is a major strength of provision that engages and motivates students'. 'The pursuit of excellence underwrites all College activities'.

## **Applications to the College**

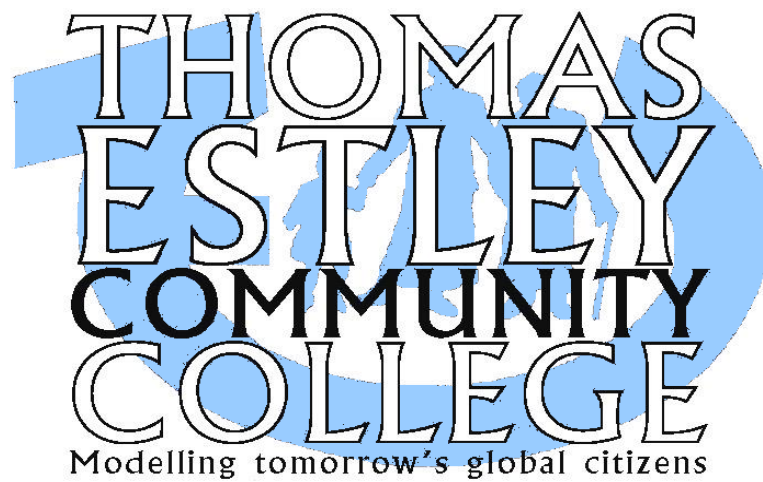
If you are interested in an opportunity to work with us along the lines outlined in the enclosed details, then we look forward to receiving your application. This post is subject to enhanced disclosure from the Criminal Records Bureau.

Your application should include a completed form and a letter of application (no more than three sides of A4 please) with the names and addresses of two current professional referees. Please ensure that your letter matches your philosophy, practice and experience to the items in the job and person specification.

We look forward to receiving your application. Please note the closing date for applications is **Tuesday 26<sup>th</sup> May 2020. Remote interviews will take place shortly after the closing date via Microsoft Teams.**

Yours sincerely

Mandi Collins  
PRINCIPAL



# *Application Pack*

Station Road, Broughton Astley,  
Leicestershire, LE9 6PT

# **Thomas Estley Community College**

**“Community of Courage and Commitment to Success”**

Thomas Estley is a highly successful 11-16 Community College serving the villages of Broughton Astley, Cosby and Whetstone.

The college has a strong tradition of innovative curriculum planning and its curriculum has been a national case study with aspects adopted by a number of schools locally and nationally.

Thomas Estley is a Teaching School, lead school in the Thomas Estley Learning Alliance (TELA) including almost 40 secondary and primary schools, and a National Support School. As a result the college engages in significant School to School Support and CPD provision. We are also a Centre for School Direct placements for those looking to train as a teacher. The college is a vibrant, innovative and forward-looking institution, a place which never stands still but constantly seeks improvement.

All of our work is firmly based within our values, collaboratively agreed and committed to by all of our stakeholders.

- Aiming to achieve our best.
- Taking full advantage of every learning opportunity.
- Showing resilience through our experiences and challenges.
- Seeking out our talents and following our dreams. Reaching out for opportunities to lead and encourage others.
- Making a positive difference and celebrating success. Including the whole community, sharing, caring and giving time as needed. Treating each other with kindness, fairness and respect.
- Finding space in our lives for fun, joy, praise and laughter.

**THOMAS ESTLEY COMMUNITY COLLEGE**

**JOB DESCRIPTION**

**Head of Computing/ICT**

<b>Title and Grade of Post</b>	<b>Head of Computing / ICT</b>
<b>Job Purpose</b>	<ul style="list-style-type: none"> <li>• To provide professional leadership and management of Computing and ICT, to secure high quality teaching, effective use of resources, effective coaching and mentoring and improved standards of learning and achievement for all pupils.</li> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated Computing and ICT curriculum for pupils.</li> <li>• To monitor and support the overall progress and development of pupils as a teacher / form tutor.</li> <li>• To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of pupil attainment and progress.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> </ul>
<b>To whom the postholder reports to</b>	<p>The postholder is responsible to the:</p> <ul style="list-style-type: none"> <li>• Principal in all matters</li> <li>• The relevant member of the school leadership group in respect of curriculum and pastoral matters</li> </ul> <p>The postholder is expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the college</p>
<b>The persons line managed by the postholder</b>	<p>The postholder is responsible for:</p> <ul style="list-style-type: none"> <li>• The coaching, mentoring and development of all Computing and ICT teachers and non-specialists.</li> <li>• Where appropriate the supervision of support staff within the department area.</li> </ul>
<b>Operational / Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To lead in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department</li> <li>• To lead the Curriculum Area and department's development plan and its implementation</li> <li>• To plan and prepare courses and lessons</li> <li>• To contribute to the whole school's developmental and planning</li> </ul>

	activities
<b>Curriculum Provision</b>	<ul style="list-style-type: none"> <li>To ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.</li> <li>To co-lead on the design and delivery of an e-Safety curriculum with the relevant member of the senior leadership team.</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>To lead in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's mission and strategic objectives.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>To take part in the school's staff development programme by participating in arrangements for further training and professional development</li> <li>To continue personal development in the relevant areas including subject knowledge and teaching methods</li> <li>To engage actively in the Performance Management Review process</li> <li>To ensure the effective / efficient deployment of classroom support</li> <li>To work as a leader and member of a designated team and to contribute positively to effective working relations within the school</li> </ul>
<b>Staff Development:</b>	
<b>Recruitment / Deployment of Staff</b>	
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>To help to implement school quality procedures and to adhere to those</li> <li>To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria To seek/implement modification and improvement where required</li> <li>To review work from time to time, methods of teaching and programmes of work</li> <li>To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school</li> </ul>
<b>Management information:</b>	<ul style="list-style-type: none"> <li>To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS, registers, etc.</li> <li>To complete the relevant documentation to assist in the tracking of pupils</li> <li>To track pupil progress and use information to inform teaching and learning</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>To communicate effectively with the parents of pupils as appropriate</li> <li>Where appropriate, to communicate and co-operate with persons or bodies outside the school</li> <li>To follow agreed policies for communications in the school</li> </ul>

<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools</li> <li>• To contribute to the development of effective subject links with external agencies</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials</li> <li>• To identify resource needs and to contribute to the efficient / effective use of physical resources</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and pupils</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To be a Tutor to an assigned group of pupils</li> <li>• To promote the general progress and well-being of individual pupils and of the Tutor Group as a whole</li> <li>• To liaise with a Team Leader to ensure the implementation of the school's Pastoral system</li> <li>• To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life</li> <li>• To evaluate and monitor the progress of students and keep-up-to date</li> <li>• To contribute to reporting systems appropriately</li> <li>• To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved</li> <li>• To communicate as appropriate, with the parents of pupils, with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff</li> <li>• To contribute to curriculum enrichment and citizenship and enterprise according to school policy</li> <li>• To apply the Behaviour management systems so that effective learning can take place</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• To teach pupils according to their educational needs, including the setting and marking of work to be carried out in school and elsewhere</li> <li>• To assess, record on attendance, progress, development and attainment of pupils and to keep such records as are required</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils</li> <li>• To ensure that ICT, Literacy, and Numeracy are reflected in the teaching/learning experience of students</li> <li>• To undertake a designated programme of teaching</li> <li>• To ensure a high quality learning experience for pupils which meets internal and external quality standards</li> </ul>

	<ul style="list-style-type: none"> <li>• To prepare and update subject materials</li> <li>• To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus</li> <li>• To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework</li> <li>• To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required</li> </ul>

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**Other Specific Duties:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school's corporate policies
- To continue personal development as agreed
- To comply with the schools Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified by STPCB not mentioned in the above

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

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current, but following consultation with you may be changed by the Senior Leadership Team to reflect or anticipate changes in the job which are commensurate with the salary and job title.



**THOMAS ESTLEY COMMUNITY COLLEGE**

**Person Specification Head of Computing/ICT**

**Permanent**

**Full Time**

	Essential	Desirable
<b>1. QUALIFICATIONS</b>	Graduate Qualified Teacher	
<b>2. EXPERIENCE</b>	Recent and relevant experience teaching Computing. Proven good or better attainment and progress outcomes for students	Recent experience teaching Computing GCSE and vocational IT subjects. Relevant experience of successfully leading a team Proven outstanding attainment and progress outcomes for students
<b>3. CURRICULUM</b>	Knowledge and understanding of the current Computing and ICT curricula and recent secondary developments.	
	Awareness of the contribution of Computing/ICT to the whole curriculum. Involvement in developing Computing/ICT curricular/ schemes of work.	Leading the development of relevant curricula and/or schemes of work.

	Capacity to learn and apply historical skills within teaching. Awareness of related courses and qualifications at KS4.	Development of relevant courses at KS4.
<b>4. PEDAGOGY</b>	Knowledge and experience of the practice of differentiated teaching and learning across the full ability range, including pupils with individual educational needs	History of all pupil groups making good or better progress
<b>5. TUTORING</b>	Knowledge and experience of the practice of pastoral care and tutoring in secondary education	
<b>6. TEAM WORK</b>	Willingness and evident skills to contribute to collaborative work within and outside the College	Participation in professional collaborative review / action research around learning.
<b>7. PROFESSIONAL DEVELOPMENT</b>	Willingness and ability to review and identify, with others, personal professional development needs	Evidence of personal practice already in this area
	Participation in training and development activities	Accredited or comparable courses at middle leadership/ masters level demonstrating ongoing commitment to professional development

	Willingness, skills and ability to contribute to the professional development of the team, its purpose and effectiveness	Successful history of coaching/ mentoring for improvement
	Aspiration to further career development and promotion	Leading training and development activities
<b>8. COMMUNITY</b>	Awareness and knowledge of the contribution of relevant skills to the practice of comprehensive, community education	
	Knowledge and recognition of the role of parents in support of pupil learning	
<b>9. COMMUNICATION</b>	An application which is original to this post Personal presentation skills, on paper and orally, to secure and sustain communication within the team, across the College and with the wider community, including parents and governors	
This post is subject to enhanced disclosure from the Criminal Records Bureau. Must be eligible to work in the UK		