



Teacher of ICT

Job Description & Person Specification

5 March – 20 July 2012 in the first instance (Maternity leave post)

This job description should be read alongside the range of professional duties of teachers as set out in Part X11 of the Teachers' Pay and Conditions document, sections 60-64.

(www.teachernet.gov.uk Section 2) – The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Responsible to:

- **Headteacher via Leader of ICT, Innovation and Development**

Responsible for:

- **A teaching commitment in ICT**

Job Purpose:

To provide professional planning, teaching, assessment and monitoring within ICT at KS3 & KS4 and to work in partnership with the Leader of ICT, Innovation and Development to develop the work of Parkside Community School in the following areas:

- Be committed to the teaching of ICT in a professional, dynamic and empathetic manner
- Teach Key Stage 3 and Key Stage 4 National Curriculum courses in ICT to all students including those who are Gifted and Talented and those with SEND
- Be actively involved in initiatives that support the Mathematics and Computing Specialism including promoting the use of cross-curricular ICT and Primary School collaboration
- Utilise innovative technologies to enhance learning and teaching
- Be actively involved in curriculum review and development
- Undertake the role of a College Mentor to support, motivate and inspire students
- Being responsible to Leader of ICT, Innovation and Development

Specific Responsibilities:

- To be negotiated with the successful applicant as part of their Continuing Professional Development (CPD)

Strategic direction:

- To regularly monitor, assess and evaluate student progress within own teaching groups in a structured systematic way and keep appropriate records
- To develop strategies for the use of learning and teaching methods
- To work with the Leader of ICT, Innovation and Development in developing areas for improvement linked to the school's improvement plan, Mathematics and Computing Specialism and national initiatives
- To implement policies and practices for the subject that reflect whole school aims and objectives
- To maintain a climate which enables other staff to develop and maintain positive attitudes towards the subject
- To use the subject taught to prepare students for the opportunities responsibilities and experiences of adult lives
- To attend calendarised Curriculum Area and other meetings relevant to the post
- To prepare Records of Achievement and Experience for students
- To input data into the School Information Management System (SIMS) for use in assessment.
- To attend in-service training
- To keep up to date with the appropriate Health & Safety information/requirements

Learning and Teaching

- To plan, teach, assess and monitor across Key Stage 3 and 4 to the highest standards
- To demonstrate high standards and enthusiasm of teaching in the role of a classroom teacher
- To ensure that teaching meets the needs of all students, including the effective management of behaviour
- To use ICT technologies effectively in the delivery of learning and teaching
- To work with the Leader of ICT, Innovation and Development in using data effectively to identify students who are underachieving in the subject and create plans of action with target setting at key points in the year
- To be aware of developments in learning and teaching relating to discrete and cross-curricular ICT
- To ensure the development of students ICT, literacy and numeracy skills through the subject where relevant

- To use the outcomes of self evaluation to set the strategic direction and create an appropriate teaching plan
- To ensure that schemes of work are properly planned and delivered
- Ensure effective curriculum coverage continuity and progression in the subject
- Establish a partnership with parents to involve them in the child's learning and promote effective links with the local community

Performance Management and Personnel

- To undertake agreed Performance Management activities
- To work with the Leader of ICT, Innovation and Development to facilitate team working and ensure the establishment of common standards of practice across the subject
- To arrange the distribution of work and resources with appropriate support personnel

Outcomes

- To work with the Leader of ICT, Innovation and Development to use value added and other forms of data to compare the performance of different teaching groups within the department
- To work with the Leader of ICT, Innovation and Development to provide appropriate analysis of student outcomes and departmental performance for the Leadership team and Governors

Resources

- To manage the departments resources effectively and ensure appropriate value for money
- To ensure effective deployment of support staff within the classroom
- To ensure appropriate risk assessments are carried out for class activities

Conditions of employment:

The Postholder:

- Must at all times carry out responsibilities in accordance with those outlined in the job description attaching to the scale of post. In addition, s/he will need to operate within the framework of the Education Reform Act 1988; and the Children Act 1991, particularly as these affect the welfare guidance and development of Parkside School pupils; the Education Act 1993; and, of course, the Dearing and QCA requirements in relation to the NC.
- Must work in accordance with Parkside School policies and procedures regarding safeguarding and confidentiality

Parkside School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Employment is subject to satisfactory medical and police clearance together with an enhanced CRB & list 99 check.

PERSON SPECIFICATION

Teacher of ICT

Essential

Attributes/Experience	Evidence from:
Applicant must hold Qualified Teacher Status and possess a ICT related degree	Letter of application; interviews; references
Like children and have a desire to see each one reach their potential.	Letter of application; interviews; references
Capable classroom practitioner with the potential to become outstanding	Letter of application; interviews; references
Able to inspire, lead and support young people	Letter of application; interviews; references
Have a sense of humour, show individuality and be able to work as an effective member of a team.	Letter of application; interviews; references
Show initiative and approach challenges with a positive attitude.	Letter of application; interviews; references
Excellent interpersonal skills: an excellent and effective communicator with young people, staff and parents	Letter of application; interviews; references
Well organised, efficient, committed, enthusiastic and able to follow clear direction	Letter of application; interviews; references
Able to use data effectively to assess prior attainment, track progress and set student targets	Letter of application; interviews; references
Invest significant personal time in supporting the school's broad extracurricular provision for students	Letter of application; interviews; references
Set a good example to all staff and students through their own presentation, personal and professional conduct.	Letter of application; interviews; references
A strong, demonstrable commitment to the academic, personal, social and spiritual development of students	Letter of application; interviews; references
Take joint responsibility for their own professional development and keep up-to-date with the teaching of their own subject	Letter of application; interviews; references
Have a knowledge and understanding of a teacher's professional duties, legal liabilities and responsibilities.	Letter of application; interviews; references
Apply school policies and practices professionally.	Letter of application; interviews; references

Desirable

Attributes/Experience	Evidence from:
Able to use SIMS systems as administrative aids	References; interview

The Appointment Process

A completed application form should reach the Headteacher by Sunday, 22 January 2012

In making application, candidates are asked to include a supporting statement of **no more than two sides of A4** commenting on the following:

- How do you fulfil the requirements of the Job description and Person Specification?
- Explain the key components of an outstanding lesson?

Further details re. the arrangements for interview will follow in due course.

In the interim, we would be delighted to welcome you for a visit to the school if you so wish. Please do not hesitate to contact Mrs Anne Dobinson, Headteacher's PA, to make appropriate arrangements.

Andrew J Knowles
Headteacher