



Teacher of Computing

MPS/UPS, Full Time/Part Time

from 1 September 2019



NEWPORT GIRLS' HIGH SCHOOL

An outstanding grammar school for girls

IN OMNIBUS FIDELIS

Welcome from the Headteacher

Thank you for downloading information about the post of Teacher of Computing for September 2019. This is a permanent post and is available full time or part time as part of a job share and will be paid on MPS or UPS. If you are applying as a part time applicant, please be clear about the FTE you seek.

I joined NGHS in January 2018 and consider it a true privilege to lead our wonderful school, which focuses not only on ensuring students achieve their best, but also on providing opportunities to excel outside the classroom. Each week's diary is full of opportunity and the weekly school newsletter, 'Newport News' (available on our website) will give you a flavour of the sorts of projects that our students and staff are involved in. From a plethora of trips to local and far-flung destinations to participation in the Duke of Edinburgh Awards Scheme to maths challenges at local, regional and national level and sporting achievements galore, there is a clear desire among students and staff to work hard and to make the most of every opportunity offered to the School.

Our new school building opened in February 2018 as a result of our massive fundraising campaign 'inspiring minds'. Thanks to donations from families of NGHS students and an academies fund bid, our sixth formers now have state-of-the-art building and space to work. With an additional six classrooms, reception and office space, the school can breathe again, having been crammed into a building which we had long outgrown. Students from all years benefit from this classroom space.

Professionally, staff are supported and led by heads of faculty and there is a strong sense of community in the staff room with social events planned throughout the year. All staff belong to a T&L Focus Group (of their choice) so that everyone can work together with colleagues to consider their professional practice in an area that interests them. As a small school, there is a real sense of everyone working together when it comes to organising events and supporting house competitions. Our house system a key feature of our school and fierce (but also friendly!) rivalry is seen at house competitions. Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target.

Our curriculum is unashamedly academic with a three year KS4 programme. This means that there is time to enjoy learning at KS4 and not to be examination focussed at all times. In our Sixth Form, we offer a range of facilitating and practical



Sixth Form Atrium which provides much-needed workspace for independent study

subjects and our results demonstrate the commitment of both students and staff to enabling girls to achieve their full potential. Students from other schools join NGHS in Year 12 and thrive. Alongside the academic life of the school is a well resourced pastoral provision. A recent, well-represented parental survey demonstrated that 100% of parents feel that their child is safe at NGHS and our dedicated pastoral and safeguarding teams ensure that students' emotional wellbeing is at the forefront of all that we do at NGHS. Staff wellbeing is valued and all staff benefit from free tea/coffee/milk, flu jabs, a new colleague buddy system, social events and an understanding approach to attendance at family and child events such as nativities, sports days and personal emergencies.

Finally, I must comment on our students. They are a delight to teach and support. They are focused, attentive in lessons and keen to do their best. NGHS is a school where you can teach without the need to control unruly behaviour and whilst the students have very high expectations of their teachers, there is a genuine desire to please and to work with staff to achieve the best outcomes.

This information pack will hopefully equip you with the resources necessary to make a decision about applying for this post. I sincerely hope that you will apply. I know how much time it takes and thank you for ensuring that you meet the deadline.



With all good wishes,

Michael J Scott
Headteacher
February 2019

Faculty & Subject Information

Head of Faculty: Mr A Heighway (Mathematics)

Computing sits within the mathematics faculty of five colleagues and is currently offered in KS3 and KS4 only. However, from September 2019 we will be offering A-level Computing and have a sizeable group of Year 11s looking to advance their learning to A-level. Decisions about which examination board can be made by the newly appointed colleague and therefore we look to appoint a colleague who has experience teaching A-level either in their current post or, exceptionally, as part of a PGCE placement.

In Years 7-8 all students have one hour of Computing per week. This focuses on elements of both Computing and ICT. In Year 7, students currently focus on digital literacy, data modelling, data handling, algorithms and DTP. In Year 8, students focus more on Computing and work using Python, Cyber Security, Binary form and Python. E-Safety is delivered in PSHE although topics are also discussed in Computing lessons.

From Year 9, the AQA GCSE Computing course is followed with students having 3 hours of teaching in Year 9 and 2 hours per week in Year 10 and 3 hours in Year 11. There are usually two GCSE groups in each cohort. The department has secured solid results over the past couple of years, averaging around 60% A*A or 7-9 and 98% A*C or 9-4).

Currently there is only one teacher of Computing at NGHS with a couple of Year 7 classes taught by another colleague within the Mathematics faculty. As the subject expands to A-level, this post will see the need for an additional member of staff in a part-time capacity. Whilst the appointed colleague will have great autonomy and be able to shape the provision of Computing at NGHS, we will ensure that s/he is supported through a network of Computing teachers at other local grammar schools and hope that a collaborative buddy-system approach to subject development, CPD and assessment can be continued. Technical support in-house is provided by the IT Network Technician and IT Apprentice.



Computing lessons are taught in a large classroom with air conditioning and SMART board technology. There are 30 classroom PCs as well as desk space for students to sit and work during theory lessons. The department has eight sets of Raspberry Pis and different types of accessories, 4 LEGO Mindstorm kits and expansion sets as well as some robotics equipment. The school also has two laptop trolleys and several class sets of tablets which are used in different faculty areas. The site is fully equipped with wireless technology and a reliable network.

Outside of lessons, our students compete in the Cyberfirst Girls and Bebras competitions and two Year 11 students are currently leading the Duke of York scheme with younger students. Students have also joined residential courses with GCHQ to broaden their understanding of the organisation.

As the A-level class comes to fruition, there is scope to broaden the co-curricular programme in Computing (including links to universities) and we invite applicants to showcase their experience in inspiring girls to select the subject at both GCSE and A-level.

Job Description - Teacher of Computing

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor.

Person Specification

Area of interest	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Higher Education Qualification (e.g. degree or similar) in a related subject or substantial teaching experience in this subject discipline QTS or other route into teaching by September 2019 if NQT 	<ul style="list-style-type: none"> Further degree or related qualification First/2:1 degree result
Experience	<ul style="list-style-type: none"> Successful teaching record in current school or on placement Experience teaching GCSE Computing in a secondary school either in substantive post or as part of Teacher Training. 	<ul style="list-style-type: none"> Experience teaching A-level Computing (strongly sought) Teaching experience in a high achieving/good-outstanding school Leading and accompanying school visits
Knowledge and skills	<ul style="list-style-type: none"> Familiarity with Python, HTML, OOP Knowledge of external examination specifications including A-level Theory for Computer Science Ability to use data to monitor, track and improve pupil progress Ways to stretch/challenge girls to achieve full potential Good interpersonal skills Awareness of British Values and how these can be modelled in this subject Strong ICT skills and high standards of English (written and spoken) Understanding of STEM and the role this plays in a girls school 	<ul style="list-style-type: none"> How to maximise project work at A-level Use interactive technology to enhance learning Willingness to employ creative styles of teaching Familiarisation with national and local challenges/competitions for Computing An ability to instil a passion for coding/computing with girls in all key stages Recognition of the challenges in starting a 'new' A-level subject Good understanding of the needs of SEND students
Personal and Professional Qualities	<ul style="list-style-type: none"> Ability to work as part of a team Sense of Humour Empathy with students and colleagues Enhanced DBS & identity checks Professional approach to conduct, dress and attendance Excellent references 	<ul style="list-style-type: none"> Creative, enthusiastic individual Willingness to contribute to the wider life of the school Positive and energetic approach Pastoral experience (form tutor or shadow form tutor)

Application Process

Please complete the application form and a covering letter addressed to Mr M J Scott, Headteacher which should not exceed two sides of A4.

Applications may be submitted via email to headteacher@nghs.org.uk or by post. NGHS is committed to safeguarding and promoting the welfare of young people in our care. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. In line with safer recruitment practices, if the successful applicant has worked abroad, a certificate of good conduct will be requested at the point of provisional offer. All applicants are expected to include two referees; one of whom should be their current or last Headteacher (if not working in a school at this time). The School reserves the right to request a reference from any previous employer. References for all shortlisted candidates will be taken up prior to interview.

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role. Please use the person specification above.

The closing date for applications is 9.00am on Monday 25th March.

Shortlisted candidates will be contacted later this week. Interviews likely to be on Tuesday 2nd April

Rehabilitation of Offenders Act 1974

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under this Act. These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Disclosure and Barring Service for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered 'spent' under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Disclosure and Barring Service, who will also forward a copy to the Authority. Information received from the DBS will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the DBS.

The disclosure of a criminal record will not necessarily bar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply or accept or do any work in a 'regulated position', such as the post you are applying for.

Equal Opportunities Policy

NGHS is an Equal Opportunities Employer.

The School's Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

Health

Appointment to the post will also be subject to a satisfactory health record. A medical examination may be required by the School.





For more information about the post, please contact

Mr M J Scott, Headteacher

Tel: 01952 797550

headteacher@nghs.org.uk



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