



COCKBURN
MULTI-ACADEMY TRUST
TRANSFORMATION TO EXCELLENCE



We're Hiring

Recruitment Booklet
Subject Leader of ICT

COCKBURN SCHOOL 
Specialist status in the Performing Arts Learning for Life

COCKBURN JOHN CHARLES ACADEMY 
Learning for Life

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MIDDLETON PRIMARY SCHOOL

Reach 
Primary Learning Centre

 **MINDFUL EMPLOYER**



0113 271 9962



recruitment@cockburnmat.org



www.cockburnmat.org

Job Description - Subject Leader of ICT

Job Title: Subject Leader of ICT

Working under an agreed system of supervision/management

Accountable to: Head of School

Purpose of the Role:

To provide professional leadership and management to the ICT department in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all students.

To work as part of a team with other middle leaders and the Senior Leadership Team, to effect the school's Vision and to realise its strategic objectives to ensure a strong commitment to local communities and to provide cost effective high quality education.

The 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 71 to 76. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers.

Main Duties:

Teaching and Managing Student Learning

- Manage resources efficiently so that teaching and learning is effectively supported in the ICT Department
- Oversee planning/schemes of work in the ICT Department
- Ensure curriculum entitlement and progression is achieved
- Ensure curriculum coverage, continuity and progression for all students through clearly written and regularly reviewed schemes of work
- Monitor implementation in the classroom through regular monitoring in line with whole school systems
- Ensure teachers are clear about teaching objectives and provide guidance on methodology
- Develop and sustain students' literacy and numeracy skills through the subject
- Ensure appropriate accreditation with relevant examination boards and validating bodies is in place
- Consider how the subject can promote citizenship, spiritual cultural, moral and physical development and preparation for adult life.

Planning and Setting Expectations/Student Achievement

- Plan the use of technology within schemes of work, where appropriate monitor the quality of this aspect of lessons and ensure that skills are regularly assessed in accordance with School guidelines
- Set expectations and targets for staff and students in relation to student achievement and monitor progress towards these targets.

Assessment and Evaluation

- Where appropriate establish and implement clear practices for assessing recording and reporting on student achievement, in line with school policy
- Monitor student standards and achievement against annual targets and track progress in the ICT Department.

Relationship with Parent/Carers and the wider community

- Establish good and effective communication with parents\carers
- Develop links with the local community to extend and enhance the work of the department.

Manage Own Performance and Development

- Keep abreast of new curriculum thinking, teaching methods and examination syllabuses
- Be aware of developments not only at KS3 & 4 but also KS2 and KS5
- Know and understand the needs of sub-groups for teaching and learning in the subject.

Managing and Developing Staff and Other Adults

- Lead, manage and develop the department
- Role model outstanding classroom practice
- Act as a performance management reviewer for identified staff
- Develop and support staff in delivering across all age and ability groups across the school
- Train and develop staff to meet the requirements of national changes to the ICT / Computing curriculum
- Monitor standards of teaching in the department, provide feedback, and identify and meet the CPD needs of staff working within the department
- Lead in the development of effective teaching and learning styles in the department
- Help staff to achieve constructive working relationships with students
- Support colleagues in their management of student behaviour by using school policy and procedures
- Devolve responsibilities and delegate tasks appropriately, recognising and utilising the strengths of others
- Sustain motivation; promote enthusiasm, openness to new ideas, commitment and a happy and homogenous team
- Be concerned for the professional development of colleagues
- Provide full and regular feedback to team members, through departmental meetings, briefings and memos of matters discussed at meetings held for

curriculum managers. Ensure the department is represented at these meetings

- Promote links and co-operation with other departments. Encourage departmental involvement in school wide initiatives and in the development of whole school policy
- Ensure that senior colleagues and governors are well informed about departmental policies, plans, priorities, targets and professional development needs
- Assist in the selection of staff within the department
- Be responsible for supporting training, monitoring NQTs and trainee teachers placed within the department

Managing Resources

- Advise senior leaders of staff and resource needs for the department.
- Ensure the effective and efficient management and organisation of learning resources
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed
- In consultation with the team, formulate the department's strategic and action plans and implement the processes by which they will be monitored and evaluated.
- Ensure that the departmental handbook and electronic documents are kept up to date.

Strategic Leadership

- Identify areas for improvement within the department and contribute to school self-evaluation and improvement planning
- Use data and other information to inform strategic planning, to identify improvement targets, and to inform the school's leadership
- Develop and implement policies and practices for the subject that reflect the school's commitment to high achievement
- Analyse current performance of students in the subject throughout the department and devise strategies for improving standards further
- Establish, with the involvement of your line-manager, plans for developing and resourcing the department to bring about continuous improvement in teaching and learning to promote student achievement
- Monitor the progress being made towards targets established in subject planning
- Evaluate the effects of the department's work on standards of learning and teaching
- Actively participate through leadership meetings to support whole school improvements.

Specific Duties

- Lead in Department Development Planning and Self Evaluation

- Develop the curriculum to reflect national changes and requirements in ICT / Computing
- Monitor the work of the department and to organise departmental meetings to discuss the implementation of departmental policy
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the department and integrate this into the work of the school as a whole
- Draw up and monitor the resource requirements for the department
- Analyse data on student progress, achievement and attainment in line with school policy and practise
- Devise and maintain arrangements for reporting to parent/carers on the progress of students undertaking studies in the department in accordance with the school's overall systems
- Assist the Head of School in the preparation of reports relating to the work of the department
- To make contributions relating to the work of the department to materials published about the school
- To work across the Cockburn Multi-academy Trust schools
- Any other duties commensurate with the post.

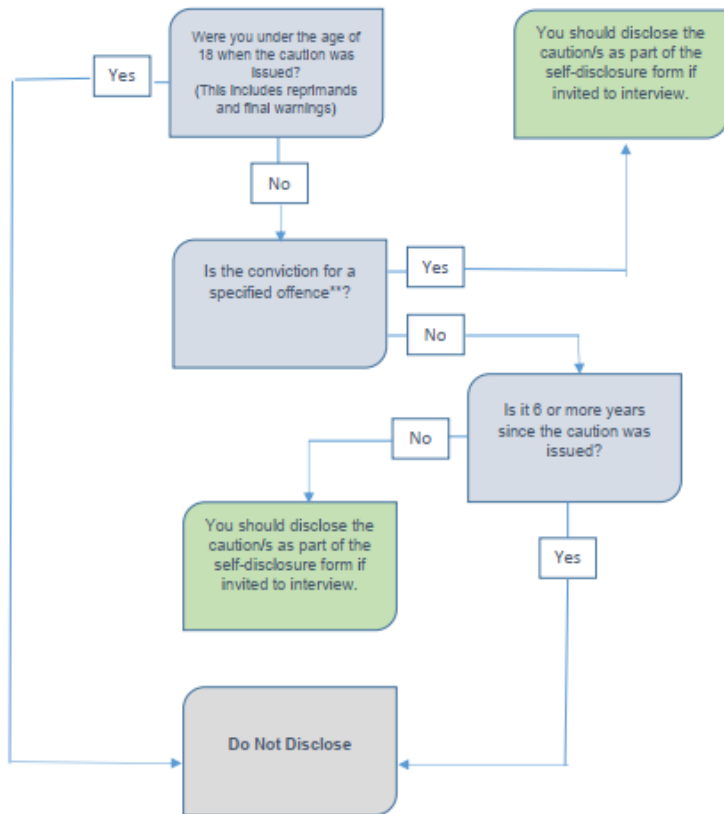
Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

Qualifications	Essential	Desirable	MOA
Qualified Teacher Status (or currently an ITT/GTP trainee)	*		A/Q
Degree in education in relevant subject or an equivalent qualification	*		
Master's degree in education or similar/ further continued CPD		*	A/Q
KNOWLEDGE/SKILLS	Essential	Desirable	MOA
A good understanding of curriculum developments within the subject area	*		A/R/S
Understanding of effective teaching and learning strategies including behaviour	*		A/R/S
Proven ability as an excellent classroom practitioner	*		A/R/S
Knowledge and experience of intervention strategies	*		A/R/S
Knowledge and skills to safeguard the welfare of Children & Young People (CYP) and uphold your professional responsibility	*		A/R/S
Ability to self-evaluate learning needs and actively seek learning opportunities	*		A/R
Experience of leading initiatives which have had an impact on student attainment		*	A/R/S
Ability to teach a second subject		*	A/R/S
Evidence of leading high quality extra-curricular activities		*	A/R/S
Knowledge of current developments in education		*	A/S
EXPERIENCE	Essential	Desirable	MOA
Successful record of teaching ICT evidenced through attainment and progress (<i>applicants who already have gained QTS</i>)	*		A/R/S
Successful teaching experience in a Secondary School for at least 3 years	*		A/R/S
Effective recent & relevant teaching experience of ICD across the age and ability range KS3 to 4	*		A/R/S

Contribution to the development of ICT beyond the classroom		*	A/R/S
PERSONAL QUALITIES	Essential	Desirable	MOA
A passion for education and making a difference	*		R/S
Excellent & confident communicator	*		R/S
Effective team member	*		R/S
Drive, determination & ambition	*		R/S
Energy, enthusiasm, sense of humour	*		R/S
Ability to motivate self and others	*		R/S
Willingness to contribute to the wider life of the Academy and Trust	*		R/S
Emotional resilience - recognising that working in education is demanding and approach the challenge positively	*		A/R/S
Subscribe to the ethos of the Trust and go the extra mile in terms of time and commitment to get the very best from students	*		A/S
The postholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.	*		Q/R/S
Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.			
This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.			
METHOD OF ASSESSMENT (MOA)	A =	Application Form	
	Q =	Qualification	
	R =	References	
	S =	Selection Process	

Disclosure of a Caution
(this includes reprimands and final warnings)



**<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Disclosure of a Conviction
Please work this through for each conviction you have separately even if they were part of the same legal proceedings

*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf

**<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

