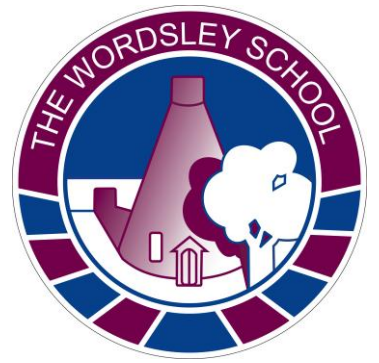


# TEACHER OF COMPUTING

## APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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# Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow as a teacher. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

The Wordsley School is a great place to work. People make schools, and at Wordsley, we have great ones. We want staff who really care about their students and each other, always going the extra mile. We all enter the teaching profession to make a difference to young people and share our love of subjects with them. Personally I am a History teacher and still get a buzz from being in the classroom. I am looking for a teacher who loves Computer Science as much as I love teaching about the past.



Wordsley is a true 'community' school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play. We are a team in the true sense of the word. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.



Computer Science is extremely popular at Wordsley. Numbers are large at GCSE, both in GCSE Computer Science and Level 1/2 in Creative iMedia. We are looking for a Computer Science teacher who can teach all abilities up to GCSE level.



I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email ([rpotter@wordsley.dudley.sch.uk](mailto:rpotter@wordsley.dudley.sch.uk)) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please submit an application form by email to [recruitment@wordsley.dudley.sch.uk](mailto:recruitment@wordsley.dudley.sch.uk). Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post.

I look forward to hearing from you.

**Ashley Weatherhogg**  
Headteacher

# Stour Vale Academy Trust

## **ABOUT STOUR VALE ACADEMY TRUST**

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently twelve member schools, six primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

## **OUR VISION AND VALUES**

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

# OUR VALUES



## INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

## RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

## COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

## EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

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We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will ***create the difference together***.

# Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

## **OUR MISSION**

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

## **OUR VISION**

We promote high levels of aspiration and achievement, and support each other to be the best we can be

## **OUR VALUES**



**CURIOSITY:** we have enquiring minds and are keen to learn



**INTEGRITY:** we are honest and have strong moral principles



**KINDNESS:** we are friendly and considerate of each other



**RESILIENCE:** we respond well to challenge and are keen to improve



**RESPECT:** we have an appreciation and awareness of others

## **OUR MOTTO**

**BELIEVE · ACHIEVE · INSPIRE**

# Computer Science Department

We are a growing department comprising 2 of computer science specialists. The department has two spacious and well-equipped classrooms which have brand new 'Clever Touch' interactive whiteboards. There has been an increased uptake over the past few years at GCSE through expanding our provision to include a Creative iMedia vocational course.



Our curriculum places a strong focus on equipping our pupils with the skills needed to navigate and shape the technology-driven world. The curriculum at Key Stage 3 has a strong focus on utilising a range of software to develop pupils' algorithmic thinking, creativity and problem solving.

A spiral model is used to increase the difficulty and complexity of developing programs, using a high-level programming language. Pupils are also offered the opportunity to explore a range of cultural, ethical and moral issues around computer science as well increasing their skills and knowledge of how to stay safe online and be critical of the information which young people have access to. Topics such as game making and pupils are encouraged to demonstrate their ability to combine their creativity with their technical knowledge to create assets and game mechanics which are formed into a final product.

Our KS3 curriculum allows pupils to develop all the knowledge and skills they require to join us for either Computer Science GCSE or Creative iMedia vocational courses for KS4.



# Job Description

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**Post title:** Classroom Teacher  
**Responsible to:** See Wordsley line management structure  
**Salary:** MPS/UPS (as appropriate)

## **Part One: Teaching**

A teacher must:

### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### **Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Additional duties**

The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.



# Person Specification

<b>Qualifications, professional development and knowledge</b>	<b>Essential (E) Desirable (D)</b>	<b>Application (A) Interview (I) Reference (R)</b>
Qualified teacher status.	E	A
Educated to degree level.	E	A
Ability to teach at a consistently high level, evidenced by pupils' academic outcomes over time.	E	A/R
In-depth knowledge and understanding of effective Computer Science teaching.	E	I
A willingness to keep abreast of relevant educational research and pedagogical development.	E	I
Evidence of relevant professional development	D	A

<b>Professional experience</b>	<b>Essential (E) Desirable (D)</b>	<b>Application (A) Interview (I) Reference (R)</b>
Evidence of positive impact in a Computer Science Department.	E	A/I/R
Taught Computer Science and or Creative iMedia successfully at KS4, demonstrating strong outcomes.	E	A/I/R
Rapidly analyse pupil data, with a high degree of accuracy, drawing logical conclusions and recommendations for further action.	E	I
Ability to plan and sequence schemes of learning.	E	A/R
Supported extra-curricular activities within Computer Science.	E	A/R

<b>Traits and competencies</b>	<b>Essential (E) Desirable (D)</b>	<b>Application (A) Interview (I) Reference (R)</b>
Outstanding oral communicator.	E	I
Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy.	E	A/I/R
Ability to delegate effectively and hold staff to account.	E	I/R
Demonstrate dynamism and creativity in solving problems.	E	A/I/R
Motivate and inspire individual colleagues and teams.	E	I

A 'self-starter' with the ability to prioritise effectively and meet deadlines	E	I/R
High levels of emotional intelligence and self-awareness.	E	I
<p>Someone who:</p> <ul style="list-style-type: none"> <li>• is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance.</li> <li>• prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school.</li> <li>• thrives on challenge, with the necessary drive and determination to get a job done.</li> </ul>	E	I