Teacher of Computer Science at Bishop Luffa School

Thank you for your interest in the post of Teacher of Computer Science at Bishop Luffa School.

Required from September 2023, we are seeking to appoint a dynamic and forward thinking Teacher of Computer Science at Key Stage 3-5. This would be an ideal role for an NQT or an experienced teacher.

The successful applicant will be able to share and enthuse our young people with a love of Computer Science, and support them to be creative, reflective and resilient learners. They will be passionate and committed, and keen to inspire students to learn skills and explore their own talents, and to share our aspiration to help realise the school's vision, *Always our best because everyone matters.*

We have a strong House system and we will be looking to recruit someone who will be an asset to the House that they join. The pastoral team will be involved in the interview process.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, The Sixth Form Fashion Show, and Charity Week. The Computer Science department also undertake a range of school trips throughout the year, as well as a host of clubs including VEX Robotics Club, Microbit Club, Cyber Club, Digital Leaders, 3D Modelling and various Coding Clubs.

Bishop Luffa School is a fully comprehensive 11-18 Church School. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and look forward to hearing from you.

Best wishes,

Austen Hindman
Head Teacher.

Our Vision

Our aim is to show every child what '*life in all its fullness*' means.

We are a school of hope, where students are invited to explore their God-given potential.

Staff at Bishop Luffa School commit to:

◊ Inspire all students to be ambitious about their futures
◊ Encourage and develop leadership amongst students and staff
◊ Develop partnerships within, and beyond, the school
◊ Foster engagement in personal and spiritual development
◊ Nurture a sense of belonging to a safe school and the wider world

About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1566 students, including 271 Sixth Formers, serving a wider area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A Level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.

Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an *Investor in People* we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school.

The Ofsted inspection in December 2022 judged the school to be 'Outstanding', with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in February 2015 called the school 'an outstanding Church school' and judges very category as 'outstanding'. Not all members of staff are practicing Christians, but all support the Christian ethos of the school.

As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to be part of the CPD programmes to prepare them for the next staff of their career. All our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identify. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows' three legged race, or the Ridgeway Reindeer run!

Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.

Computer Science at Bishop Luffa School

Computer Science is part of the Science Faculty at Bishop Luffa School. Computer Science covers how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. Our objective is to give our students a broad technological education that encourages creativity and equips them to understand how digital technology shapes our world and how they might take control of it.

Students are regularly assessed during lessons and at the end of topics to monitor progress. Students are also expected to monitor their own progress and set themselves personal targets to help their learning. Each student has a school target 'step', which they are working towards.

Key Stage 3 and 4

All students joining Bishop Luffa School in Year 7 are introduced to Online Safety and the responsible use of our network and the internet. We are a 'Google' school and in Computer Science lessons they are taught how to use Google Classroom and Drive. In Year 7 students develop their Computational Thinking by using Pencil Code and Spheros and Microbits. In Year 8 they develop their skills further as we dig deeper into the programming elements of Computer Science and they use Edublocks with Python. In Year 9 they use the Micro:bits with Python and Cyber Security is a popular topic in this year. We understand the role of digital literacy and IT skills too, and throughout KS3 some topics will have more emphasis on these skills.

At Key Stage 4 students can choose to study the OCR's GCSE Computer Science course which gives them an in-depth understanding of how computer technology works, and looks at what goes on 'behind the scenes'. Through the study of computational thinking and programming the course helps digital critical thinking, analysis and problem solving skills. For many, it is a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life.

Students can also choose to study the OCR's Creative i-media at GCSE. Creative and Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provides students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

More detailed information about these courses can be found at https://www.bishopluffa.org.uk/about-us/our-curriculum/science-2/computer-science/

Key Stage 5

At Key Stage 5 students can study OCR's A'Level Computer Science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project. The course develops the student's technical understanding and their ability to analyse and solve problems using computational thinking. More information can be found at https://www.bishopluffa.org.uk/sixth-form/about-us-2/a-level-curriculum/computer-science/

Extra-Curricular Activities

The Computer Science team run some fantastic clubs for our students including Computer Club, Cyber Club, Girls Code Club, Digital Leaders and Micro:bit Club.

In the Sixth Form we offer students the opportunity to attend the annual Computer Science in Action enrichment day. Experts from academia and industry explore relevant topics that complement the curriculum.

Students can participate in a range of extra-curricular competitions facilitated by the school such as Cyber Discovery; The Perse Team Coding Challenge; British Informatics Olympiad; BEBRAS Computing Challenge; TCS Oxford Computing Challenge, and National Cipher Challenge.

Job Description
Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our students.

Role

To be an effective teacher who can teach and assess affectively, demonstrate thorough curriculum knowledge, take responsibility for professional development, and enable students to achieve well.

Responsible to:
♦   Team Leader (as subject teacher)
♦   Head of House (as tutor)

Strategic

Teach allocated students by planning your teaching to achieve progression of learning through:
♦   understanding and applying effective classroom management
♦   understanding and applying a range of effective teaching strategies
♦   positively targeting and supporting individual learning needs
♦   maintaining high levels of behaviour and discipline
♦   effectively using homework and other extra curricular learning opportunities
♦   demonstrating appropriate consistent progress
    ◊   for all students
    ◊   across all teaching areas
    ◊   across all spectrums of background, ability and behaviour
    ◊   that compares favourably with students in similar settings
    ◊   effectively managing other adults in the classroom

Operational

Monitoring, Assessment, Recording and Reporting
♦   Using performance data to evaluate students' progress and set appropriate targets for improvement
♦   Use assessment to inform planning and teaching
♦   Report on progress to all stakeholders at the appropriate times

Pastoral Duties
♦   Be a form tutor to an assigned group of students
♦   Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
♦   Liaise with the Head of House to ensure the implementation of the school's pastoral system
♦   Register students, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
♦   Contribute to the preparation of Action Plans and progress files and other reports
♦   Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
♦   Communicate, as appropriate, with parents and carers of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
♦   Contribute to PSHE, citizenship and enterprise according to school policy.

Other Professional Requirements
- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Maintain an up to date knowledge of good practice in teaching techniques
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Incorporate national strategies in all teaching
- Communicate learning objectives
- Undertake professional development to enhance teaching and students' learning, and
  - ◊ Apply outcomes and identify impact
  - ◊ Share outcomes with colleagues
  - ◊ Take responsibility for professional learning (for example, using the 'Transforming Learning' tool)

For teachers on the Upper Pay Spine

Senior teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale.

They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation
  - ◊ Draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their wellbeing
  - ◊ Communicate effectively with all children, young people, parents and carers
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context, and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues, in order to share and implement effective practice in the classroom, and in the wider school context
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment, both within their own subjects/subject areas and in the wider school context.

How to fulfil the role

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

Professionalism
♦ Challenge and support: a commitment to do everything possible for each student and enable all students to be successful
♦ Confidence: the belief in one's own ability to be effective and to take on challenges
♦ Creating trust: being consistent and fair; keeping one's word
♦ Respect for others: the underlying belief that individuals matter and deserve respect

Thinking
♦ Analytical thinking: the ability to think logically, break down problems, recognising cause and effect
♦ Conceptual thinking: the ability to see patterns and links even when there is a lot of detail

Leading
♦ Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics
♦ Managing students: the drive and the ability to provide clear direction to students, and to enthuse and motivate them
♦ Passion for learning: the drive and ability to support students in their learning, and to help them become confident and independent learners

Planning and setting expectations
♦ Drive for improvement: relentless energy for meeting challenging targets, for students and the subject
♦ Information seeking: a drive to find out more and get to the heart of things
♦ Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead

Relating to others
♦ Impact and influence: the ability to produce positive outcomes by influencing others
♦ Team working: the ability to work with others to achieve shared goals, sharing and gathering information
♦ Understanding others: the drive and ability to understand others, and why they behave as they do

From Hay McBer—professional characteristics of effective teachers

Developing people
♦ Act as role model to demonstrate leadership in line with the school's Christian ethos and values
♦ Encourage staff to work together and share expertise within the team
♦ Offer information, advice and guidance to help staff plan their professional development
♦ Use coaching skills to help staff achieve their potential

Reflecting
♦ Reflect on personal and professional development
♦ Use feedback from all levels of the school to help improve the way you lead, manage and develop staff
♦ Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance

Inspiring
♦ Be able to inspire staff and students with the highest standards and expectations
♦ Be able to take the initiative and lead from the front
♦ Support and endorse the school's Christian ethos

From Indicator 5 of the Investors in People Standard