

Briefing Pack for Applicants Teacher OF ICT/Computing



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

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. We will endeavour to acknowledge all applications and inform you of our decision to take through to interview or not. If however, you have not heard from us by the proposed date for the interview, you should assume that on this occasion your application has not been successful. We welcome further applications from you.

Section 1: Post Advertisement

Ecclesfield School
Chapelton Road
Ecclesfield
Sheffield
S35 9WD



Teacher of ICT/Computing x 2 (possibility of TLR)

Permanent roles

MPS

Required for September 2018

Minerva Learning Trust is a recently formed and expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the pupils within our academies. The Trust is passionate that all pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost. Ecclesfield School joined the Trust on 1 December 2017 and, as a sponsored academy, is looking forward to developing this partnership and making rapid improvements for our pupils and community.

The Governors wish to appoint 2 Teachers of ICT for September 2018. We see these appointments as a key opportunity to join an increasingly developing, supportive and committed team. Applications are welcomed from colleagues with the drive and commitment to consistently pursue the highest standards of student outcomes and deliver sessions with an innovative, inspiring and challenging approach. Due to a colleague leaving us for promotion there is the possibility that one of the posts may be offered as a TLR point holding a curriculum leader position. This will be confirmed on the day of appointment.

Ecclesfield School is an all-ability, co-educational 11-16 school. Situated on the north-east edge of Sheffield with good transport links to central Sheffield as well as the M1, our current roll is 1750. Please see our school website for more details.

Ecclesfield offers the successful candidate a whole-hearted commitment to professional learning that places individual development at the heart of its ethos. You will also benefit from opportunities to learn as part of a dynamic, forward-facing team.

Further details are provided on application in the job description.

Closing date: Wednesday 21st March 2018, 9am.

Interviews: W/c March 26th 2018.

Ecclesfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a DBS form in line with Section 115 of the Police Act 1997.

Further information about the post and an application form are available by contacting Jackie Holliday at Ecclesfield School via e-mail:

jholliday@eccoschool.com or downloading a pack from our website.

Section 2: About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. A new Headteacher was appointed in January 2018 and the school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

In January 2018 a new Headteacher was appointed and a change to the leadership and management roles was instigated. The Senior Leadership Team is comprised of ten colleagues - the Headteacher, three Deputy Headteachers and four Assistant Headteachers. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success

of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by a new Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 3: Department Information:

Ecclesfield School has a strong, innovative and creative ICT and Computing Department. The team deliver Computing to all years in KS3 which provide students with a stimulating experience learning a range of Computing and Digital Literacy Skills. ICT and Computing are both options subjects at Key stage 4. Uptake numbers for both subjects show their popularity amongst students and this is a growing department.

Due to recent Government changes back in September 2017, we have replaced the traditional GCSE ICT with the CiDA qualification of which the current year 10s are the first cohort through the course.

The department comprises of a Curriculum Leader and teacher along with a number of other specialist and highly effective practitioners. This is reflected in the fact that several members of the department have been part of the school's own Outstanding Teaching Programme (OTP) over the past few years.

The department has had particular success at providing opportunities and support to challenge students of all cohorts. In Summer 2017, the ambitious target of 24% of students achieving an A or A* was exceeded. In GCSE ICT, 80% of students achieved an A*-C grade. In Computing, 85% achieved an A*-C 40% of those in fact achieved A/A* grades and the both APS and residuals running well above national levels in both subjects

The department is committed to continuing to develop an ICT and Computing programme that is heavily personalised to each student through independent project development and electronic-based resources. Marking, assessment, feedback and student tracking are particular strengths. Web-based controlled assessment feedback is being trialled by a number of teachers in the team. The ICT and Computing Team follow the Pearson and OCR specifications for ICT and GCSE Computing respectively.

In KS3, the team are continuing for a smooth transition from KS3 ICT to KS3 Computing, as part of the changing emphasis brought about by the new National Curriculum. The year 9 students follow a Digital Literacy course that work closely to developing key employability skills through the use of Microsoft Software applications.

Each teacher in the department has their own ICT suite with a full complement of PCs along with an IWB, projector and teacher PC.

There is the possibility that there may become available the opportunity to become curriculum leader in this area. The school is also recruiting in a number of other areas so the ability or willingness to offer a second subject would be welcomed, but not essential. Business studies is an area that we are currently interested in. Please make your second subject area known on the application form if applicable.

Section 4: Post Information

Job Description

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Post Title	Teacher
Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate • To monitor and support the overall progress and development of students as a teacher/form tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential • To contribute to raising standards of student attainment and outcomes • To share and support the school's ethos and culture towards providing and monitoring opportunities for personal and academic growth
Reporting To	Curriculum Leader for ICT
Responsible for:	The provision of a full learning experience and support for students
Liaising with:	Head/Deputies Teaching, relevant non-teaching support staff, LEA representatives external agencies and parents
Working Time:	195 days per year. Full time
Salary/Grade:	MPS
MAIN (CORE) DUTIES	
Operational/Strategic Planning	<ul style="list-style-type: none"> ▪ To contribute to the Curriculum Area and department's development plan and its implementation ▪ To plan and prepare lessons ▪ To contribute to the whole school's planning activities
Curriculum Provision	<ul style="list-style-type: none"> ▪ To assist the Curriculum Leader, in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives
Curriculum Development	<ul style="list-style-type: none"> ▪ To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Section 5: Person Specification

	Essential	Desirable	
1. Clear personal expression of commitment to continuing professional development, education and to the subject/ curriculum area	✓		Application Letter
<u>Qualifications</u>			
1. Relevant degree or equivalent	✓		Application Letter
2. Teaching qualification	✓		Application Letter
<u>Experience</u>			
1. Experience of teaching ICT at Key Stages 3 and 4	✓		Letter/Interview
2. Experience of working with a tutor/ mentor group	✓		Letter/Interview
3. Experience of working with colleagues to ensure pupils' individual needs are met	✓		Letter/Interview
4. Experience of using a range of teaching and learning styles to ensure pupils learn effectively	✓		Letter/Interview
5. Evidence of achieving good student outcomes in Science	✓		Letter/Interview
<u>Interpersonal</u>			
1. Ability to work co-operatively with a wide range of staff and as part of a team	✓		Letter/References Interview
2. Ability to relate positively to pupils and show a fundamental commitment to them and their development	✓		Letter/References Interview
3. Ability to work in partnership with Governors, parents and the community	✓		Letter/Reference Interview
4. Commitment to achieving high standards	✓		Letter/Interview
5. Enthusiasm for ICT	✓		Letter/Interview
6. Positive relationships, integrity and honesty	✓		Letter/Interview References
<u>Knowledge/skills</u>			
1. High expectations on pupil behaviour and disciplines	✓		Letter/Interview
2. Administrative and organisational skills, with good attention to detail	✓		Letter/Interview
3. Good oral and written skills	✓		
4. Good ICT skills		✓	Letter/Reference
5. Good level of English and numeracy	✓		Letter/Reference
6. Enthusiasm for extra curricular, competitions and innovative clubs and activities within ICT/digital		✓	Letter

Section 6: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax numbers. One should be your current Headteacher where applicable

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date of **Wednesday 21st March 12 9am**. Referees are contacted prior to the interview stage for teaching and some support staff posts.

8. The Interview

Interviews will take place on **w/c 26th March 2018**. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and pupils and see the school at work. Activities and assessments will take place as part of the interview process. Formal interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application the completed form and covering letter should be forwarded by 12 noon on **Wednesday 21st March 9am 2018** to jholliday@eccoschool.com

Section 7: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.

By Train

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 metres until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 metres travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapelton.