Candidate Information Pack

Computer Science Curriculum Leader with TLR

L.E.A.D. Academy Trust

Contents

Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

Diana Owen CBE
Chief Executive Officer

L.E.A.D. Academy Trust

L.E.A.D. Academy Trust comprises of:

23 primary

.... and ....

3 secondary academies

.... across ....

5 geographical regions

.... with ....

11,000 pupils

.... and ....

1,500 members of staff

Rainbow Forge Primary Academy
The Birley Academy
Birley Primary Academy
Birley Spa Primary Academy
Charnock Hall Primary Academy
Sir Edmund Hillary Academy

Edna G Olds Academy
Huntingdon Academy
St Ann's Well Academy
Sycamore Academy
Warren Academy
Windmill L.E.A.D. Academy
Hogarth Academy
Bishop Alexander L.E.A.D. Academy
Glapton Academy
Jubilee L.E.A.D. Academy
Radford Academy
Cloudside Academy

Noel-Baker Academy
Da Vinci Academy

Manor Farm Academy
Witham St Hughs Academy
Waddington All Saints Academy

Millfield L.E.A.D. Academy
Uplands Junior L.E.A.D. Academy
Forest Lodge Academy

Our Academies

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.

- Outstanding teaching and learning.

- A fully inclusive approach in which all children are equally important.

- A climate of mutual respect between the children, staff and community.

- Positive relationships.

- High aspirations for all involved with the school – a 'can-do' attitude.

- A wide range of enrichment opportunities for all to get involved in.

- A celebration of all the cultures and faiths represented in the school.

- An organisation in which there are no excuses for underachievement.

"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."

Witham St Hughs Academy Ofsted Report, 2012

L.E.A.D. Teaching School Hub

'Working together to lead the highest outcomes for all.'

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.
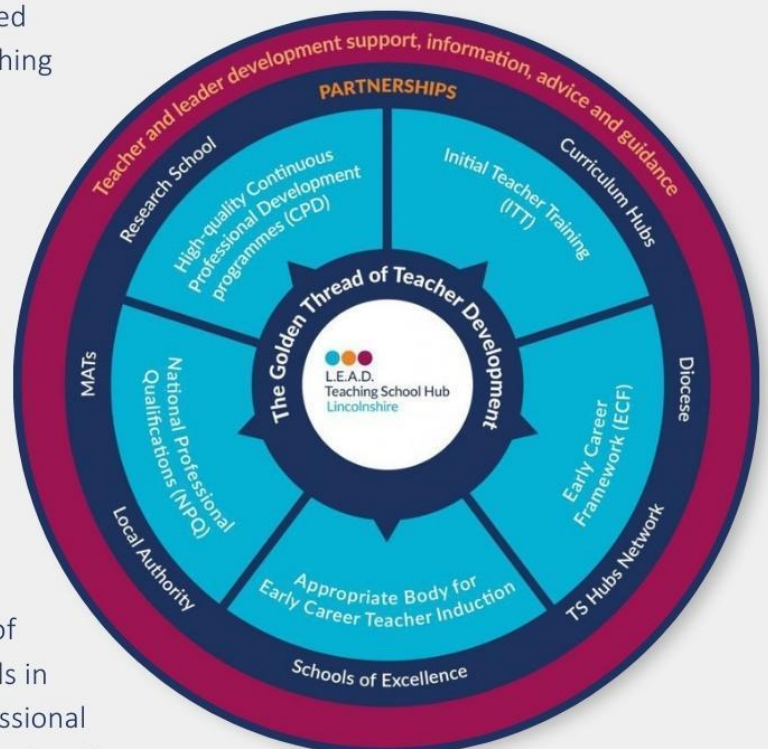
A message from the Headteacher

I am very proud to be the Headteacher at the Da Vinci Academy and feel privileged to work with our students, staff, parents/carers, governors and a local community who all expect the very best from our academy. It is my commitment to ensure that alongside the staff body the highest standard of education is delivered. Our students are at the heart of everything we do. We firmly believe that every member of our community matters and is valued for the unique contribution they make to our academy.

Jayne Scattergood, Headteacher

About Da Vinci Academy

"Leaders put pupils' interests at the heart of all that they do"Ofsted 2021

We are described as a 'proudly inclusive school with a big heart and huge ambition'. A student-centered philosophy is supported by an unwavering commitment to the achievement of successfuloutcomes for each and every young person.

"The school is inclusive and welcoming to all. Pupils feel valued and cared for."

Together with the L.E.A.D. Academy Trust, a strong and clear vision is in place. Our vision is achieved by supporting all to **Aspire, Believe, Learn, Achieve**. This is what we allfirmly believe in and strive for at all times. The benefit of our close-knit academy community is a real team environment where people genuinely care for each other and where students and staff alike can really shine.

We are looking to recruit a **Computer Science Curriculum Leader.** The ideal candidate will be an energetic and positive professional who can combine their passion for the Computer Science curriculum with the ability to inspire our students and enhance a talented team. You will be an enthusiastic classroom practitioner with the skills and determination to ensure exciting learning and outstanding progress for students of all abilities.

Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.

2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.

3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.

4. Free eyecare vouchers and flu jabs.

5. Access to free Occupational Health Service, including physiotherapy service.

6. Access to free staff discounts and cashback for a huge range of products.

Ofsted feedback

"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."

Radford Academy Ofsted Report, Jan 2023

"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."

Bishop Alexander Academy, March 2023

"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."

Forest Lodge Academy, June 2022
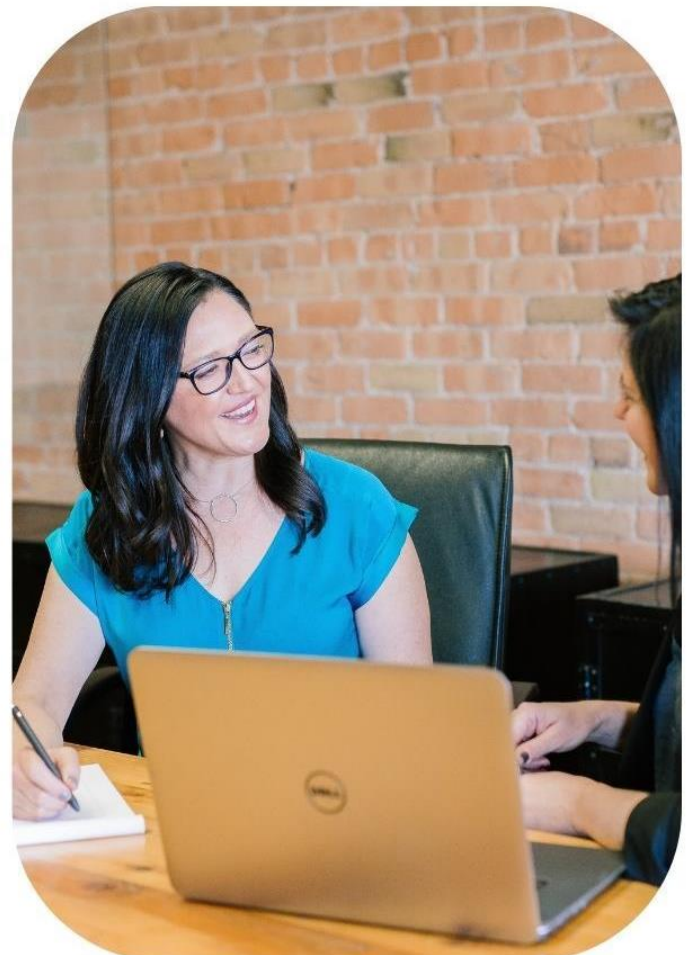
"Leaders put pupils' interests at the heart of all that they do"

Ofsted 2021

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to: vacancies@davinciacademy.co.uk

CLOSING DATE: 29 April, 2024

INTERVIEWS: as soon as possible

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email: vacancies@davinciacademy.co.uk

"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."

Rebecca Riley, Deputy Headteacher, Huntingdon Academy

Computer Science Curriculum Leader with TLR

Role: **Computer Science Curriculum Leader with TLR 2A**

Salary: **MPS/UPS**

Location: **Da Vinci Academy, Derby, DE21 4ET**

Contract Type: **Full Time**

Contract Term: **Permanent**

Start Date: **1 Sept 2024**

Closing Date: **29 April 2024**

Interviews: **as soon as possible**

JOB DESCRIPTION:

Job Description – Curriculum Leader

Leading the Department: Building an effective team to raise attainment and implement appropriate change

- Provide strategic leadership for the development, monitoring and evaluation of the Department's curriculum
- Develop a culture of continuous self-reflection and evaluation for individual staff within the Department as a whole
- Contribute to whole school development by active membership of relevant staff subgroups
- Following self-evaluation, identify Departments for improvement in the Department SEF for inclusion in the Department Development Plan, taking due account of the School Development Plan, local and national initiatives
- Promote new teaching methods to improve learning and monitor their effectiveness
- Provide the Headteacher, members of SLT and other stakeholders with Department and individual student performance information as required

Promoting attainment across the Department

- Identify and set appropriate improvement and attainment targets for individual students, groups of students and the Department
- Monitor and evaluate progress towards targets identifying and implementing suitable intervention strategies for individuals and groups of students
- In conjunction with the Department team evaluate the effectiveness of teaching and other strategies in achieving targets using appropriate methods/data
- Monitor planning and curriculum coverage across each key stage
- Monitor student engagement and application across the Department making appropriate interventions to ensure improvements in line with school policy

Leading Learning and Teaching

- Monitor and evaluate standards of learning and teaching using a variety of approaches including lesson observation (giving constructive feedback and support) and work scrutiny
- Create a climate for learning which supports the agreed school philosophy
- Improve the quality of learning and teaching by enabling, supporting and contributing to programmes of CPD
- Identify staff development needs and ensure appropriate programmes are designed with the aim of meeting these needs
- Be an excellent classroom practitioner acting as a role model for others

Performance Management responsibility

- To act as Performance Management team leader for other members of the Department in line with school policy. This will involve the setting of targets including quantifiable student progress targets, the monitoring of progress towards those targets and the linking of targets to the Department Improvement Plan
- Manage other TLR holders in the Department, working with them to enhance the effectiveness of the Department team
- Ensure effective and efficient deployment of staff
- Provide a programme of induction, support and monitoring of new staff including assigned support staff
- To be responsible for the day-to-day management for all staff in the Department team including support staff and supply staff
- Monitor the implementation by all staff in the Department of school policies ensuring that appropriate interventions take place when issues arise
- Ensure good performance is recognised and appropriate action is taken when performance is unsatisfactory

Generic Elements

- To take responsibility for the implementation of and compliance with policies and procedures relating to Child Protection, Health and Safety, Security, Confidentiality and Data Protection, seeking advice as necessary
- Ensure the efficient and effective use of all allocated resources, including financial, ensuring adherence to the principles of best value
- To be involved as required in disciplinary, capability and recruitment processes

The above duties are not exhaustive and post holders may be requested to undertake activities reasonably assigned to these by SLT.

As a Classroom Teacher

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the students in your care
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all students and the LEAD Trust values
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes
- To ensure that you provide a safe and happy environment that promotes the welfare of children
- To ensure all safeguarding and child protection policies are adhered to

Teaching and Learning

- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how children learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study
- Encourage students to develop study skills in order to learn more effectively and with increasing independence

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the curriculum, foster and maintain students' interest in the subject, and address students misconceptions
- Demonstrate a critical understanding of developments in the curriculum, 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 in all work produced
- Demonstrate a clear understanding of appropriate teaching strategies for literacy

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 students 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)

Adapt teaching to respond to the strengths and needs of all students
- Know when and how to differentiate appropriately
- Understand how a range of factors can inhibit students' ability to learn, apply this understanding to overcome these restrictions to learning
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages
- Have a clear understanding of the needs of all students, 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

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 students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Behaviour and Safety

- Manage behaviour effectively to ensure a purposeful, stimulating 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 site, in accordance with the academy'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 students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Carry out break and lunch /bus supervision and other duties as directed and within the remit of the current School teachers' pay and Conditions Document
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support
- Deploy support staff effectively
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and well being
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual student progress and attainment in order to inform regular academy development planning
- Carry out any such duties as may be reasonably required by the Headteacher

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person specification – Curriculum Leader

Qualifications and experience

- Qualified teacher with QTS or recognised equivalent
- Teaching experience within the relevant age range and/or subjects applying for
- Experience of successful co-ordination of a relevant curriculum, pastoral or development project

Domain One: qualities and knowledge

- Creates a stimulating and safe learning environment
- Establishes and maintains a purposeful working atmosphere
- Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught
- Assesses and records the progress of pupils/students' learning to inform next steps and monitor progress
- Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community
- Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom
- Teaches using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles
- Encourages children in developing self-esteem and respect for others
- Deploys a wide range of effective behaviour management strategies
- Communicates to a range of audiences (verbal, written, using ICT as appropriate)
- Demonstrates current knowledge and understanding of national and local education issues
- Contributes to a culture of collaborative working to develop professional practice

Domain Two: pupils and staff

- Demonstrates consistently high standard of classroom practice, teaching strategies or positive pastoral outcomes
- Develops in pupils/students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality
- Promotes a classroom environment that values the success and sense of wellbeing of each pupil/student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour
- Demonstrates continuous self-directed development and evidence of coaching/mentoring of team leadership to develop colleagues

Domain Three: systems and process

- Would be able to build upon current academy improvement plans

Domain Four: the self-improving school system

- Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning
- Demonstrates entrepreneurial and innovative approaches to classroom improvement

Personal qualities

- Passionate about education and the benefit of studying computer science

- Approachable, enthusiastic and creative
- Leads by example, demonstrating integrity, resilience and clarity
- Committed to the L.E.A.D. principles

As a Classroom Teacher

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

Qualifications and Experience	Qualified teacher with QTS or recognised equivalent	E	
	Teaching experience within the age range and/or subjects applying for (ECT's welcome)	E	
Skills and Knowledge	Creates a stimulating and safe learning environment	E	
	Establishes and maintains a purposeful working atmosphere	E	
	Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught		D
	Assesses and records the progress of students' learning to inform next steps and monitor progress		D
	Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community	E	
	Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom	E	
	Teaches using a wide variety of strategies to maximise achievement for all students including those with special educational needs and high achievers and to meet differing learning styles		D
	Encourages children in developing self-esteem and respect for others	E	
	Deploys a wide range of effective behaviour management strategies	E	
	Communicates to a range of audiences (verbal, written, using ICT as appropriate)	E	
	Demonstrates current knowledge and understanding of national and local education issues	E	
	Contributes to a culture of collaborative working to develop professional practice	E	
Pupils and Staff	Develops in students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality	E	
	Promotes a classroom environment that values the success and sense of wellbeing of each student, focused on safeguarding and developing	E	

	their spiritual, moral, social and cultural development and exemplary behaviour		
	Demonstrates continuous self-directed development	E	
Systems and Process	Would be able to build upon current academy improvement plans	E	
The Self-Improving School System	Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning		D
	Demonstrates entrepreneurial and innovative approaches to classroom improvement		D
Personal Qualities	Passionate about education	E	
	Approachable, enthusiastic and creative	E	
	Leads by example, demonstrating integrity, resilience and clarity	E	
Other	This role is subject to an enhanced DBS	E	
	May be required to travel to other Trust locations or third-party services as part of the role	E	
	Committed to the L.E.A.D. Principles	E	
	Hold a driving license and have access to own vehicle		D

L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

L.E.A.D. Academy Trust
5a The Ropewalk
Nottingham
NG1 5DU

Email address:

vacancies@davinciacademy.co.uk

Phone number:

01332 813515