



PERSON SPECIFICATION

Post Title:	Head of ICT & Computing- Teacher
Directorate:	Education and Employment
Responsible to:	Head Teacher, St Helena Secondary School
Responsible for:	ICT & Computing departmental teaching staff
Grade:	

Job Purpose

To improve the lives of all within our community and help the island thrive by leading on the development of English in St Helena Secondary School to support the academic development and attainment of all students.

Main Duties and Responsibilities

1. Lead and develop ICT/Computer Science/Business at St Helena Secondary School under the direction of the Headteacher
2. Responsible for the day to day management of the ICT & Computing department, including all necessary administration tasks, including the line management of staff
3. Monitor and assess student performance to develop the tracking systems currently in place.
4. Plan, prepare and deliver appropriate schemes of work and develop schemes of work for key stage 3, 4 and 5 where applicable.
5. Provide high quality teaching across the defined age range of 11 – 18 at St Helena Secondary School as directed by the Headteacher which includes monitoring, assessment, reporting and feedback to students and parents
6. Provide high quality CPD for colleagues in ICT & Computing as applicable and as directed by the Head of ICT & Computing and Head Teacher
7. To assist Primary School staff with ICT curriculum development and staff training in teaching ICT across the schools.
8. Ensure the effective management of resources and equipment
9. Contribute to the teaching of ICT & Computing in Adult Education.
10. Provide support and give advice to teachers and trainers in this specialist subject to develop the ability of island staff to self-manage the subject (to include the identification and training of a suitable person to assume the role at an appropriate time).



PERSON SPECIFICATION

11. Promote equality of opportunity and inclusive practices
12. To give due regard to health and safety at all times
13. Follow the policies, practices and procedures of the school, Portfolio and St. Helena Government.

Special Conditions

Working outside of normal working hours and working with challenging students and parents.

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.



PERSON SPECIFICATION

Core Competencies

Competency	Level
Professional Development: <i>Required Professional Competency standards met</i>	(ii)
Planning & Delivery of Work: <i>Plans and organizes work to meet objectives whilst achieving quality and value for money. Identify information needs and ensures delivery to plan in a timely and effective manner. Recognises good and tackles poor performance</i>	(iii)
Analysis and use of Information: <i>Gathers, summarises and interprets data with attention to detail. Follows guidelines for identifying problems and capable of resolving day-to-day problems.</i>	(ii)
Decision Making: <i>Ability to act on own initiative and confident in making decisions within policy guidelines.</i>	(ii)
Working with Others: <i>Builds good working relationships and engages effectively with others to develop appropriate solutions/improvements.</i>	(ii)
Communication: <i>Ensure important messages are understood and written communications are well structured and have clear meaning. Presents information that has a positive impact on others and engages with them to understand their needs</i>	(iii)
Influencing and Persuading: <i>Team player, receptive to constructive feedback and seeks clarification when necessary. Confident in expressing difference of opinion in a constructive manner.</i>	(iii)
Dealing with Change: <i>Flexible, adaptable and receptive to any change initiatives. Will support colleagues in understanding and embracing change by focusing on benefits to self and others.</i>	(ii)
Continuous Improvement: <i>Sets SMART objectives for team and evaluates them and where necessary motivates team members to improve and develop their performance.</i>	(iii)
Managing Resources: <i>Works within appropriate guidelines and capable of dealing with varied situations with limited guidance.</i>	(ii)



PERSON SPECIFICATION

Criteria	Essential / Desirable	Application Form	Selection Process
Qualifications:			
A UK teaching qualification and QTS.	E	✓	
A qualification to degree level in ICT or equivalent	E	✓	
Knowledge & Experience:			
Demonstrable experience of teaching ICT and/or Computing at key stages 3, 4 and 5 with successful results	E	✓	
Experience in working overseas, preferably in a developing economy.	E	✓	
A record of continuing professional development	E		✓
Specific experience in literacy improvement at any level	E	✓	✓
Knowledge of a range of GCSE and A level courses available for ICT & Computing	E	✓	✓
Knowledge of the Secondary Curriculum within the UK relevant to ICT & Computing.	E	✓	✓
Experience of providing professional development and training for other staff.	E	✓	✓
Skills and Abilities:			
Commitment to high and realistic expectations for ALL children and young people through the provision of positive learning experiences in ICT & Computing.	E		✓
Able to motivate, inspire and have high expectations of all students	E		✓
Excellent interpersonal skills	E		✓
Effective oral and written communication skills, with good command of the English Language	E		✓
Able to use own initiative and work independently	E		✓
The ability to work as part of a team	E		✓
Adaptability/Flexibility	E		✓
Good listening skills	E		✓
A sense of humour	E		✓
A sense of responsibility	E		✓
Good organisational skills	E		✓
The ability to work calmly under pressure	E		✓
An understanding of the importance of observing confidentiality and data protection	E		✓



PERSON SPECIFICATION

Other:			
Willingness to work flexibly – some out of hours work will be required.	E		✓
Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.	E		✓
Contribute to a positive working environment ensuring commitment to equality and diversity.	E		✓

Our Values

FAIRNESS

We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

INTEGRITY

We communicate openly and we are honest, accountable and ethical.

TEAMWORK

We work together and we support each other.

Professional or Career Progression Cadre Competency Framework

This post holder is required to have the teaching competencies as outlined in Appendix A.



PERSON SPECIFICATION

Appendix A

Professional Standards - Teachers

S1: Set high expectations which inspire, motivate and challenge pupils

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

S2: Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge
- 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.

S3: 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, articulation 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.

S4: 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 areas.

S5: 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.



PERSON SPECIFICATION

S6: 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.

S7: Manages behaviour effectively to ensure a good and safe learning

- Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, 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, exercising appropriate authority, and acts decisively when necessary

S8: 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
- Understands safeguarding and child protection procedures, and their implications, including the effects on a child's behaviour