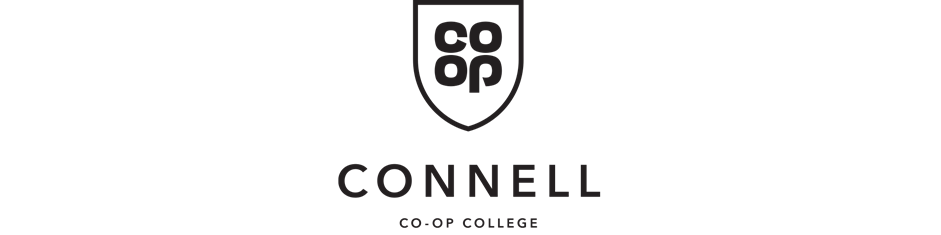
****

**Teacher of Computing/IT**

**Subject Specific Responsibilities**

In accordance with college policies and agreed ways of working each teacher is responsible for following the agreed College approach to teaching, learning, assessment and classroom culture/expectations. Specifically they must:

1.1 Knowledge and skills

* Keep up to date with curriculum changes in the subjects which they teach
* Maintain high levels of subject knowledge, being aware of changes that have developed through new research or changes to methodologies
* Keep up to date with best practice pedagogy in the subjects which they teach
* Keep up to date with the assessment requirements of their courses and information form their exam board
* Be reflective about their teaching practice, open to feedback and always seek to improve what they do

1.2 Ensuring quality in the Curriculum

* Actively participate in curriculum area meetings and contribute collaboratively to the completion of
  + curriculum plans
  + subject level teaching, learning, assessment and support materials/resources
  + internal verification/standardisation or moderation
  + self assessment reports and quality improvement plans
  + data meeting documentation
  + curriculum review documentation
* Work to deliver a teaching and learning experience for students that is informed by best practice and seek guidance from colleagues where needed
* Apply effective strategies to support individuals and groups of students who are identified as *SEND*, *Disadvantaged or Vulnerable* in order to ensure that they meet or exceed their targets. Monitor the impact of these strategies; adapt and develop them when necessary to ensure the best outcomes for each student.

1.2 Planning and delivering the Curriculum

* Plan and deliver lessons and assessments according to the subject curriculum plan and notify the curriculum leader if you are unable to keep to the proposed schedule
* Plan and deliver lessons that, where possible, support and reinforce key learning or concepts from the College CORE curriculum, CEIAG priorities or EDI calendar
* Mark and provide feedback in accordance with the College policy
* Support and enable students to organise their folders and notes according to the agreed policy for the subject/curriculum area

1.3 Monitoring, assessment, intervention and reporting

* Monitor and be accountable for student attainment, progress and conduct in accordance with the College’s policies.
* Assess work and form accurate judgements about the students level of attainment in line with agreed policies of the subject/curriculum area
* Complete data drops according to the guidance given, working collaboratively where needed for shared classes
* Ensure reporting of the students’ progress is prompt, professional and informative with clear targets set.
* Apply effective strategies to support individuals and groups of students who are underperforming or who need additional support in order that they meet or exceed their targets.
* Liaise with parents/carers to offer feedback, information and guidance to ensure the students gain maximum benefit from the learning opportunities and the support you provide
* Promptly and professionally raise concerns about student academic habits, progress and attainment in line with College policies and provide support where needed
* Promptly and professionally raise concerns about student conduct, attendance and punctuality, wellbeing, safety or learning needs
* Complete promptly your part in ‘contracts’ or other supportive monitoring or intervention processes for students

1.4 The learning environment

* Update and maintain classroom displays to support learning and promote subject areas successes to current and prospective students
* Take care of classroom resources, report faults and order new materials as required to ensure the best learning experience and environment for our learners

1.5 Enrichment

* The organisation of departmental visits and excursions in accordance with College policies
* The organisation of guest speakers or other enriching experiences that enhance the curriculum experience, student understanding of the subject or that inspire further study/career routes

1.6 Student Recruitment

* Support as directed with the production of recruitment/keep warm materials such as the prospectus page for your subject area
* Support as directed at recruitment events
* Ensure high quality experiences for students visiting the college for open events, taster days and interviews
* Look for opportunities to form relationships with subject colleagues in feeder schools to support with marketing and recruitment to the College
* Maintain a record of destinations of former students from their subject and promote their successes as part of the marketing and recruitment of their subject area

**General expectations and responsibilities**

The post holder must

2.1 Being professional

* Know the policies and expectations that apply to you in your role and as an employee of Connell Co-op College
* Keep up to date with all key communications, policies and guidance from your line manager/team, the College and the Trust *(key regular comms include Central Updates & the Friday Notes)*
* Complete your P&PDR documentation according to the guidance and deadlines given
* Seek support and guidance from your line manager or other expert colleagues when you need to regarding your day to day work, workload or wellbeing.
* Actively participate in CPD provided by the College and seek out other CPD opportunities that support our own development and that of the College as well all seek to improve the work we do
* Attend meetings and CPD promptly and actively participate
* Respond promptly and professionally to emails and telephone calls and seek support from a line manager if a communication or situation has become difficult

2.2 Safeguarding

* Be vigilant in safeguarding our students by
  + reviewing policies and key updates that are provided annually to all colleagues
  + keeping up to date with the college SG CPD cycle
  + following our agreed ways of working in reporting concerns
  + raising ‘low level concerns’ about colleagues to the Principal

2.3 The environment and culture

* Maintain high expectations of students and clear professional boundaries at all times, modelling the behaviour we expect all students and colleagues to exhibit in the workplace
* Do their part to ensure that all College policies are adhered to and consistently implemented and where they are not, to raise concerns promptly and professionally through the line management structure
* Ensure all areas of the College are maintained to a very high standard, reporting faults promptly and through the correct process
* Report accidents and near misses for themselves and others
* Maintain their working environment/classroom/shared use spaces to a high standard ensuring a pleasant and professional environment for all
* Support, through their subject specialism or personal interests, the wider curriculum and extra curriculum of the College.
* Do their part to create a culture of a safe working and learning environment for all
* Take action to always promote equality, diversity and inclusion
* Attend and fully participate in College events and activities as directed
* Work with colleagues, students and other stakeholders according to our ways of being:
* Be Yourself, Always
* Do What Matters Most
* Show You Care
* Succeed Together

and co-operative values:

* Self-help
* Self-responsibility
* Democracy
* Equality
* Equity
* Solidarity

2.4 Our brand

* Promote and publicise the work and achievement of the colleagues and students in the subject, the wider Curriculum Area and the College in general
* Do their part to support with recruitment to the College
* Follow brand guidelines for all communications - written and verbal

2.5 quality assurance and improving what we do

* Take an active part in any quality assurances processes related to your area of work to help us find ways to improve what we do
* Contribute to, and where directed take responsibility for, self assessment and quality improvement documents for their area of work
* Support with and do their part to enable the College to meet it’s quality improvement plan objectives

3.0 Where a colleague is required to act as Lead IV

Some teachers will also act as Lead IV for their Course. In this instance they are bound to meet the requirements set out by Pearson and the College BTEC handbook.

The following checklist may be helpful and further guidance can be given my the Centre Quality Nominee

* To register all students on the BTEC qualifications (NQF) with examinations officers. Ensure students’ registration is correct and students are entered for exams and resits in a timely manner
* Create 'BTEC markbooks' on to allow assessors to record the grades for each assignment achieved by each learner.
* To create and update assessment plans and quality assure the assessment plans for other teachers
* Manage marking and IV across the department to enable staff to have some remission to mark and IV work
* To ensure that staff are using the current assignment briefs as published by Pearson.
* To ensure assignments are issued, submitted and marked in accordance with the assessment plans to ensure consistency of marking
* Register as Lead IV, accessed through Edexcel Online on an annual basis
* Ensure that Google Classrooms are set up appropriately for each cohort/ qualification. LIV should have access to every Classroom for QA and for ease of use in any situation of transition of staff.
* Production of quality assurance and best practice documents such as IV trackers and criteria tracker.
* Ensuring teachers are aware of Pearson rules in regard to assessment and feedback and are following these rules (Checked via IV process, weekly meetings, induction of new staff).
* Delivery of standardisation training to the department to ensure consistency of marking and a holistic IV process.
* Keep evidence of the standardisation process for your team.
* Share information about standards with other internal verifiers and assessors to ensure that assessment across the centre is to national standards.
* Ensure that records of assessment and verification and current learner work are available for scrutiny by Pearson on request.
* Sign the Lead Internal Verifier Declaration to confirm that samples sent for standards verification are complete, accurate and authentic.
* Prepare for and participate in the QRD visit as directed by the Quality Nominee.
* Attend training in Centre with QN and meetings
* Support other Lead IVs through sharing of best practice and feedback to leadership to help us all improve the quality of the provision we provide
* Support new staff with induction into BTEC QA processes and policies to ensure they are able to work effectively and efficiently
* Coordinate the 'sign off' process for students who have completed the course at the end of the year.
* Where requested, authorise a maximum of one opportunity for any learner to resubmit work for internally assessed units following summative assessment, if requested and ensure that this is recorded on Arbor
* Ensure that any late submissions are recorded on Arbor

**Person Specification**

|  | **Essential** | **Desirable** |
| --- | --- | --- |
| Qualifications, Educational and Training | Degree and teaching qualification in the relevant subject.  Commitment to CPD both personal and for others. | Further professional qualifications. |
| Relevant Experience | Experience of teaching the subjects listed for the advertised role  A NQT will be considered. However, a NQT will need to demonstrate clear strengths that compensate for lack of experience. | Experience of teaching more than one subject offered by the College  Evidence of a contribution to areas such as the wider curriculum and the extended curriculum. |
| Knowledge, skills and abilities | Excellent classroom practitioner with a real passion for the subject and an ability to communicate that passion.  Very good oral and written communication skills.  Ability to work as part of the team.  Ability to plan, organise and adapt.  Excellent IT skills. |  |
| Other skills and abilities | A belief in the ethos of the College.  Commitment to care and support for every student in the College.  Flexibility and willingness to be involved in the developing College and at times to be in College outside College hours.  Willingness to be involved in and support the work of the Co-op Academies Trust  Commitment to the responsibility for and practices concerned with the safeguarding and promoting the welfare of young people. |  |

*This post is subject to an enhanced DBS check.  We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.*