

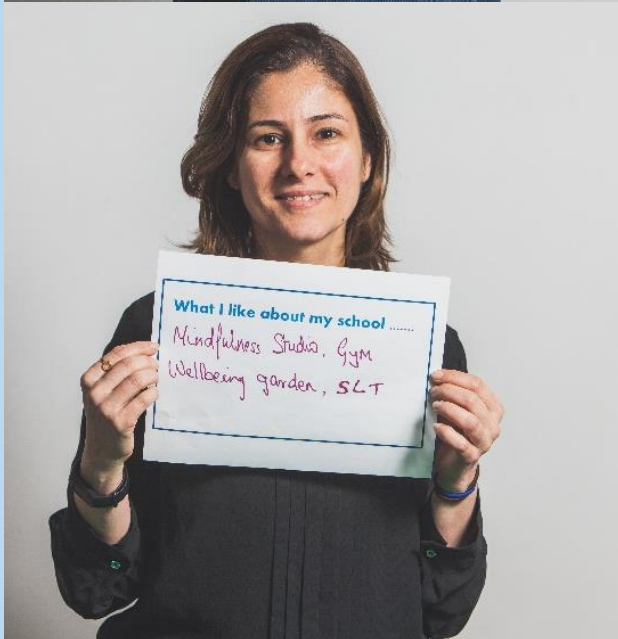
**Information Pack**

**IT Computing Teacher**

**Closing date: 14<sup>th</sup> June 2019 12 noon, Interviews Wednesday 19<sup>th</sup> June 2019**



# Staff say...



Welcome to The Rise School - A Vibrant Learning Community.

Welcome to our school community. Our pupils are some of the most vulnerable children in society and we are passionate in our desire to see them blossom, experience success and develop confidence and strategies to overcome some of the challenges associated with their autism. We have two pillars that run throughout all our work: the academic and social progress of our pupils. These are of equal importance.

## Vibrant

Our school is a vibrant place to work. We've got great facilities: a wellbeing garden, sensory room, soft-play room and a gym – which staff use too. Break and lunch times are opportunities to play and interact with our pupils, role-modelling our values. Learning also takes place outside the classroom via frequent trips, camping, externally-led workshops, community trips and after school clubs.

## Learning

Learning is at the heart of everything that we do at The Rise – we make the effort to make sure 'learning is irresistible' for our pupils and is equally underpinned by the principle of being evidence-informed.

Learning is central for staff too - you are encouraged to take proactive ownership of your CPD. There are many ways to develop yourself which of course include conference attendance but goes beyond also: borrow a book from the staff library in the staffroom, read the L&T bulletin and platform, access an online learning course, talk and observe colleagues. Recommendations of books to add to our library, or courses you think look interesting, are always welcomed.

## Community

Team work is central to all our achievements at The Rise. You will find yourself part of a staff body who is empowered to be proactive and take their own initiative; are flexible and are willing to go above and beyond to support one another.

The sense of community is developed through our Wellbeing initiatives such as 'Secret Buddy' and Friday's 3-4pm slot where you can cultivate your wellbeing through learning something new or relating to your colleagues: we've had knitting, fitness, running, dance, relaxation, art sessions. Our community is strengthened by giving and receiving feedback to one another – its how we all grow and develop. We support our families through half-termly 'Parent Meets' and socials.

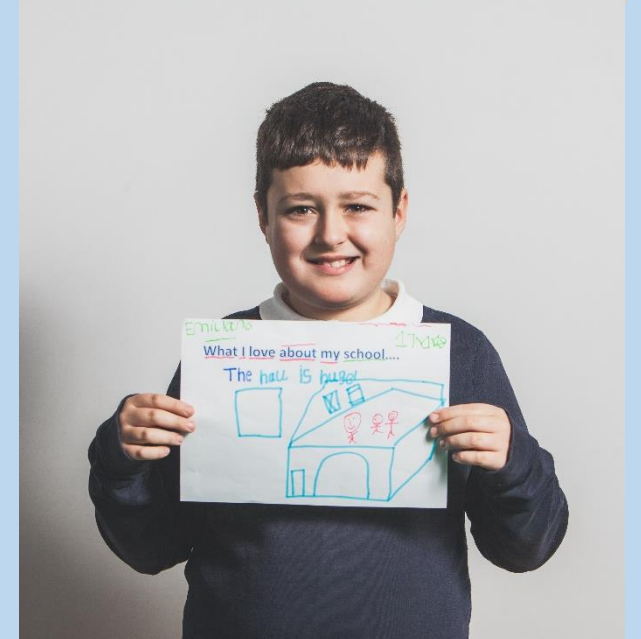
## Values

Our school values are **Be Kind, Be Resilient, Be Proud**. They were generated collaboratively and underpin our community. We explicitly teach, embed and celebrate these values, for example our kindness trees are growing outside each classroom. The Rise is a very special place for children and young people to learn, thrive and be happy, hand in hand with our families and carers. It's an equally special place to work.

We hope to welcome you to our team!

**Helen Ralston – Head of The Rise School**

# Pupils say...



# JOB DESCRIPTION

**Job Title:**     **Computing Teacher**

**Team:**           **The Rise School**

**Job Band:**     **MPS + SEN1 Allowance**

**Job Term:**     **Permanent**

**Purpose:**

To continue the development of a coherent curriculum and assessment plan for Computing (including IT, digital literacy and computing) across both phases: Primary and Secondary.

**Key Tasks & Responsibilities**

**As ICT/Computing Teacher**

To develop the curriculum and assessment of Computing across the primary and secondary phases

To keep up to date with educational developments and changes within the subject area

To adhere to the criteria as set out in the school handbook with particular regard to setting work, providing feedback and reporting.

To bring to the attention of the line manager any difficulties which arise within the department

To attend regular meetings, formal and informal, to discuss department matters and to ensure that the department works as a team.

To plan syllabuses/schemes of work and lesson plans

To set work if you are absent in accordance to school guidelines

To co-operate with other members of the school in cross-curricular activities

To work closely with other staff to ensure that pupils are entered for public examinations in liaison with the examinations officer

To bring to the attention of your department if equipment needs to be ordered

To ensure differentiated homework is set across the department as per the school timetable and ensure that it is regularly marked with constructive feedback

To actively engage in relevant CPD opportunities

**Subject Teacher**

Teach great differentiated lessons, ensuring that pupils progress towards their curriculum and ISP targets as a result of a broad, balanced, functional and relevant curriculum that is personalised in accordance with pupils’ needs.

Work collaboratively with The Rise team so each pupil can overcome potential barriers to learning and participation, using strategies and interventions that are evidence-based.

Ensure the adults supporting during lessons generate high levels of engagement and commitment to learning and offer sharply focussed and timely support and intervention that matches individual needs accurately

Promote pupils’ spiritual, moral, social and cultural development to enable them to thrive both within our supportive learning community and in their everyday lives

Actively participate in the appropriate curriculum resources/activities/displays etc within the department

Demonstrate through practice an understanding and personal commitment to safeguarding and promoting the welfare of children and young people

Responsible for ensuring you are effectively communicating (the right information, to the right people, at the right time)

**Assessment & Reporting**

Ensure that permanent records of pupils’ work are kept and that pupils work and portfolios are marked to a high quality

To support pupils in achieving accreditation, awards and qualifications appropriate to their age, interests and ability

Lead Pupil Annual Reviews, Individual Support Plans (ISPs), Annual targets and attend relevant meetings

**Training & Professional Development**

Committed to continued professional development, in teaching, behaviour and curriculum (relevant to The Rise School)

Participate in scheduled Line Management meetings

Engage with personal CPD reading on a regular basis

**As a Class Tutor**

To promote the general purpose and well-being of pupils assigned to them

Ensure that ISPs are reviewed and updated as per the school calendar

Ensure that they play an active role in pupil reviews

To be responsible for the academic, disciplinary and pastoral welfare of pupils in their registration group

To be the first point of call for parents

To ensure registration times are purposeful and productive.

To undertake any other appropriate responsibilities and duties that may arise as and when required.

# PERSON SPECIFICATION

The personal specification shows the abilities and skills you will need to carry out the duties in the job description.

## Education Levels & Qualifications

- Qualified Teacher Status (**Essential**)
- Special Needs Qualification (**Desirable**)
- Experience as a Computing teacher (**Essential**)

## Specific Knowledge, Experience & Technical Skills

- Knowledge of the National Curriculum Key Stages appropriate to phase (**Essential**)
- Knowledge of good practice in curriculum planning, development, assessment and evaluation of pupil progress including preparing (**Essential**) pupils for externally accredited awards and qualifications (**Essential**)
- Experience and sound knowledge of teaching across various Key Stages (**Essential**)
- Good understanding and proven experience of managing health and safety arrangements in the work place, with particular reference to IT Computing teaching, to include education off-site / beyond the classroom (**Essential**)
- Experience of managing assessment, recording and reporting (**Essential**)
- Knowledge of school inclusion (**Essential**)
- Commitment to The Rise School aims and objectives – able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people (**Essential**)
- Knowledge of typically developing children (**Essential**)
- Experience of curriculum development (**Desirable**)
- Proven experience of teaching pupils with ASD in the 4-19 age group within a mainstream or specialist settings (**Desirable**)

## Personal Attributes

- Evidence of excellent interpersonal and communication skills (both verbal and written) (**Essential**)
- Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings (**Essential**)
- Excellent organisational skills; able to balance conflicting priorities (**Essential**)
- Good data analysis skills (assessment for learning) (**Essential**)
- IT literate (**Essential**)
- Physically and emotionally resilient in order to work with children and young adults with autism with challenging behavior (**Essential**)
- Leadership / coaching training (**Desirable**)



## Our School

Sports Hall

Sensory Room

Science Lab

Soft Play

Food Tech

Gym

Yoga

Wellbeing Garden







*“The School’s work to promote pupils’ personal development and welfare is outstanding”. – Ofsted June 2017*







## Safer recruitment process

The Rise School is committed to safeguarding and promoting the welfare of children and young people.

In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

**Disclosure** This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. **Short listing** Short listing will occur after 16<sup>th</sup> May 2019 with interviews taking place on Wednesday 22<sup>nd</sup> May 2019. Interview Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process. **Reference checking** References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided. **Probation** All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides The Rise School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils. **Equal Opportunities** The Rise School is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.