



West Hatch High School
a Specialist Business and Enterprise School
"THE BEST THAT I CAN BE"
Headteacher: Mr D Leonard BSc (Hons), Med
Email: recruitment@westhatch.net

Head of Computer Science

Required April 2022
TLR2B - £4,786

A payment of £1000 will be paid to the successful candidate if they have applied direct to the School for this role (this will be paid in three instalments at the end of each term during the first year)

We are looking to appoint a passionate Head of Computer Science.

Believing in building strong relationships with students is a prerequisite of this role; we want someone who is willing to go the extra mile to support our students being successful both in and outside of school, developing a love and passion for Computing. This role offers the opportunity to develop a Team, built around your vision for a high performing Computer Science department in a subject that is highly thought of by students and staff across the school. With a commitment to Computer Science at KS3 and range of examination subjects taught at KS4 and 5, this role provides the chance for the right person to make a real impact.

We are committed to our staff development and will give you all the support you need to achieve your best.

West Hatch is a thriving, heavily oversubscribed innovative school. Proud of its success with significantly above average results. Rated "Good" by Ofsted, we are always striving for improvement.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in the commitment. This appointment is subject to an enhanced DBS check and positive references.

Further details about this post and an Application Form are available by visiting our School website at www.westhatch.net

If you require additional information, please contact recruitment@westhatch.net

Closing date: Monday 31st January 2022 at noon

Early applications are encouraged as we will review applications as we receive them; and applicants may be contacted before the closing date.

- ## Curriculum planning

- The curriculum aligns with the school's wider curriculum aims, and with the school's vision and values
- The curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment
- The curriculum inspires pupils to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve
- For pupils generally, and specifically for disadvantaged pupils and pupils with SEND or high needs, progress is above average, or, if below this, it is improving rapidly
- Pupils' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the department's work
- The curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour

Educational experiences

- The department supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills
- The design, implementation and evaluation of the curriculum ensures breadth and balance, and depth and challenge. It has a highly positive impact on pupils' outcomes, and their personal, development, behaviour and welfare

Department culture

- The head communicates an ambitious vision for the department
- The department has a culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important
- The head has high expectations for the conduct of pupils and staff, and relationships between staff and pupils are exemplary
- The head pursues excellence. They improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development
- The department focuses consistently on improving outcomes for all pupils, but especially for disadvantaged pupils, and it has secured substantial improvements in progress
- The head bases their actions on a deep and accurate understanding of the department's effectiveness, informed by the views of pupils, parents, and staff

Sharing best practice

- The head has created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Staff within the department reflect on and debate the way they teach. They feel deeply involved in their own professional development
- The rigour and accuracy of departmental self-evaluation leads to planning that secures continual improvement

Resource management

- The head uses funding, including the pupil premium, effectively and measure its impact on outcomes for pupils
- Where the department has received external support, for example from the local authority, academy proprietor or trust, this has been used effectively to improve outcomes for pupils