

Head of E-Learning

CST Trinity Academy

Job Description

Position Profile

Job Title:	Head of E-Learning
Responsible to:	Headteacher/ Deputy Headteacher
Salary:	CST pay scale plus CST Responsibility allowance R1-3 (£2,870 - £7,078) depending on expertise and experience
Start date:	1st September 2020

Purpose of the role

To ensure that every student at Trinity Academy achieves their absolute best by:

- equipping all students with digital literacy and fluency
- leading the delivery of computer science from Year 9 on and
- supporting staff in harnessing the power of technology to improve learning, through leadership of our digital offer.

Responsibilities of the role

First and foremost, we need a skilled technologist. We are open to any creative discussion about the teaching involved in this post and welcome conversations with teachers of any subject, or none, who have a passion for education. Fundamentally we need a creative and strategic technology thinker, who is already, or has the potential to become an outstanding classroom practitioner and school leader.

As a new school that believes in harnessing the power of technology to improve learning, this role offers the unique opportunity to design and lead the delivery of a digital literacy and fluency programme in Phase 1 (Years 7 and 8), as well as Computer Science curriculum from Phase 2 (Years 9 and 10) onwards. Beyond this, the role provides the right candidate with the challenge of supporting staff and our whole community in being at the forefront of taking advantage of technological innovation in the pursuit of our mission to become a world class school.

The Role

Strategic development responsibilities of the subject may include:

- developing a school-wide understanding of the role and importance of digital technologies to enable successful learning for all students;
- developing a school vision that prepares students for the future, which is supported by the use of digital technologies;
- modelling technology use by senior leaders in the school, as well as making sure teachers appreciate and experience new technologies as learners themselves before being expected to use them in classrooms;
- encouraging teachers to take risks and use technologies in innovative and meaningful ways to improve student learning;
- making the most of available technology;
- developing and implementing policies and practices for ICT and Computer Science as subjects, which reflect the school's commitment to high achievement for all groups of students;
- creating a climate which enables staff to develop their craft as a teacher of ICT and Computer Science and to communicate the joy and wonder of the teaching and learning of ICT and Computer Science;
- developing opportunities to improve ICT and Computer Science capital for students, especially Special Interest Groups (SPIGs) through coordination of extracurricular activities (e.g. ICT and Computer Science week, trips, displays, visitors, ICT and Computer Science club).

Teaching and learning responsibilities may include:

- ensuring curriculum design, coverage, continuity and progression in the subject for all students,
- ensuring that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
- providing guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of all students;
- ensuring effective development of students' literacy, numeracy and information technology skills through the subject;
- evaluating the teaching of the subject in the school, using this analysis to identify effective practice and areas for improvement;
- embedding literacy skills in the ICT and Computer Science curriculum through collaboration with the English department.

Leading and managing staff may include:

- establishing clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving

responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;

- performance managing staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s); holding colleagues to account where necessary;
- auditing training needs of subject staff;
- leading professional development of subject staff through example and support, and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, other multi academy trusts, subject associations;
- ensuring that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

Efficient and effective deployment of staff and resources may include:

- establishing staff and resources needs for the subject and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
- deploying, or advising the headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
- ensuring the effective and efficient management and organisation of learning resources, including information and communications technology;
- maintaining existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school; and

Health and Safety responsibilities include:

- promoting a culture of outstanding Health and Safety Practice;
- ensuring that the ICT and Computer Science Health and Safety Policy is reviewed, implemented and followed by all members of the department, including non-teaching staff.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
