



Steypning Grammar School



**Teacher of Computing
(Full-time, Permanent)**

Applicant information



Dear Applicant,

Thank you for your interest in the post of Teacher of Computing at Steyning Grammar School. The information in this pack will give you an insight into our school, and the high aspirations we have for our learning community.

As Headteacher my determination is for Steyning Grammar School to become one of the most successful non-selective schools nationally: I believe passionately in equality of opportunity, so that every student should be 'the best they can be' and achieve their full potential; students should be happy and secure in their school environment and they should achieve the best they possibly can in academic progress and exams. Our success criteria has to be even more ambitious than this – Steyning Grammar Schools students should develop the learning characteristics needed to be confident and independent learners, and to leave us as responsible, caring and successful young adults.

Everything at Steyning Grammar School is about preparing our students for their lifelong-learning journey, unlocking and nurturing their individual talents; we are committed to offering the highest quality education to young people from Steyning, and its surrounding areas - every member of the team at Steyning Grammar has a key role to play in this. Our commitment to the highest quality professional development underlines our belief in the crafts of teaching and leadership, supported by our Teaching School status within the Pavilion and Downs Alliance.

Our tradition of excellence is built on the core values of kindness, care and acceptance - celebrating diversity; these are as valid today as ever, and we remain forward looking, to prepare our students for their futures, as dynamic and engaged 21st century citizens. We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment.

We are delighted you are interested in joining our 'Journey to Excellence' in one of the most vibrant comprehensive schools in the country and look forward to your application.

Yours faithfully,

Nick Wergan
Headteacher
STEYNING GRAMMAR SCHOOL

Steyning Grammar School is a unique, successful and dynamic learning community. Our 'Journey to Excellence' is built on traditions of excellence and highest expectations, combined with a commitment to innovation and new thinking - to support our students in being the best they can be in preparation for their exciting futures.



Ofsted (April 2017) rate the school Good with Outstanding features.

We are a large school with over 2000 students across one of the largest catchment areas in Sussex. Our listed-building Church Street site for Years 7-8 site offers the ideal nurturing transition between KS2 and KS4, a smaller stepping-stone to the larger Shooting Field site for Years 9-13. We have 3 different entry points for students into our school, at Year 7, Year 9 and Year 12.

Our Sixth Form, rated 'Outstanding' by Ofsted, is one of the largest 'attached to a school' in the South of England – and a highly successful A Level specialist provider (99% overall pass rate for A level students, with 100% pass rate in 28 subjects). We again add "significant value" at KS5.



We are a day and residential school: Steyning Grammar School has one of the most successful boarding provisions in the UK, the only one in Sussex. Our Boarding School is rated Outstanding (2015) by Ofsted under the new framework; Ofsted had no recommendations to make. We are a non-selective, Church of England Voluntary Controlled comprehensive school – our Church Section 48 inspection rated us as 'Outstanding'.

We have very high aspirations and expectations of our students. We work hard to ensure all our students make excellent progress. We achieve this through high quality teaching and learning, and through an outstanding pastoral system. As well as a form tutor, every child has access to a Head of Year and a Learning Development Manager.

Our vision is 'For every person to be the best they can be'. To achieve this vision we make four ongoing mission statements about the work of the school – our commitments to home, students and staff. We support these with development plan priorities that focus our work for the year.



Vision

Every Person The Best They Can Be. Increase Learning – Improve Results.

Mission Statement

- Everything is about learning – this is at the core of what we should be doing.
- We should have the highest expectations of every student and ourselves: being the best we can be.
- We are a place that students and staff want to come to – the Steyning Family.
- We share a common set of values: a caring, kind and accepting community.

School Development Plan Priorities 2016-17

1. Effective learning in every classroom
2. Commitment to high quality professional learning
3. Influential leadership at every level
4. Excellent outcomes for all disadvantaged/Bursary students



Business and ICT Faculty

Steyning Grammar School is currently located at two sites in Steyning, with Years 7 and 8 based in Church Street and Years 9-13 at Shooting Field. The Business and ICT Faculty occupies two areas of the Shooting Field site, with the ICT and Computing teams next to the main computer suites, whilst the Business and Economics teams are located in an air-conditioned teaching area, with their own computer facilities.

The school has good ICT facilities on both sites. There are several hundred desk-top computers, supplemented by extensive use of wireless lap-tops and Interactive White-Boards. We are currently trialing a variety of hand-held devices to enhance the students' learning experiences. Our Faculty has first call on 7 computer suites of varying sizes at Shooting Field and 2 more at Church Street, although these can all be used for cross-curricular teaching when we are not using them.

Whilst most of our team members specialise in a particular subject, all are encouraged and trained to teach other subjects within the Faculty, and beyond. The courses currently on offer at KS5 are BTEC Business, Business Studies, Computer Science, Economics, ICT, and Travel & Tourism. At KS4 we offer GCSE options in Business Studies, Computer Science and Economics, together with CiDA (Certificate in Digital Applications), and a BTEC in

Travel & Tourism. At KS3 we have updated our existing ICT and Computing resources to meet the demands of the new KS3 National Curriculum.

Results at all levels, KS3 to post-16, are good and we consistently strive for year-on-year improvements. As our course content changes to keep up with technology and industry developments and we introduce new courses, we are reliant on our team undertaking continuous professional development and sharing skills and resources. There is a strong ethos within the team of supporting each other and participating in extra-curricular activities, such as lunch-time and after-school clubs.

All students are encouraged to take part in school visits and activities. Locally these have included business visits to companies, tourism visits to attractions and inter-school computing challenges. There have also been longer distance visits to Disneyland Paris and to Berlin. The team strives to integrate the world of work into all aspects of the curriculum. Participation in the Young Enterprise Company programme provides a valuable insight into the business world.

The Business and ICT Team is dynamic and forward thinking, so this post offers the successful applicant a wide range of experience at the forefront of curriculum developments.



Further information

We are delighted that you are interested in joining this 'journey to excellence'. If you would like to apply for this post:-

- Please complete an application form (available on the school website, under Vacancies/Teaching vacancies)
- A letter of application should be no longer than 2 sides of A4; you should refer to our person specification but focus especially on "how you would ensure all students made excellent progress in your classes, supporting our whole school ethos?"
- Please note that two references are required for all candidates, one of whom must be the headteacher from your current school or most recent significant employer.

Please email completed application forms to Jenny Packham (Head's PA) jpacham@sgs.uk.net as soon as possible. **We are considering applications on receipt.**

We will acknowledge receipt of your application by email. We will contact you again, only, if your name appears on the short list and apologise in advance for not confirming back to you that you may not have been shortlisted.

Steyning Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Job Description for a Mainscale teacher

Purpose of the job

- To ensure the effective learning of all students across the ability and age range whilst in the charge of the teacher
- To structure the learning of students by planning and delivering effective lessons
- To promote and be accountable for high standards of achievement

Responsibilities

The appointment is subject to the appropriate conditions of employment of teachers contained in the School Teacher's Pay and Conditions Document and other current employment and educational legislation.

Responsible to: Head of Faculty or Head of Subject as specified

Responsible for: The learning of all students across the ability and age range

Main duties

- To plan and teach effective lessons that ensure all students make at least good progress as reflected in value added data and examination results
- To evaluate lessons in relation to student learning and plan future lessons accordingly
- To take responsibility for personal professional development through:
 - peer observation
 - shared lesson planning and contribution to the planning of schemes of work
 - promoting the school focus on learning
 - taking part in regular professional development discussion
 - attending INSET as required
 - engaging in professional development opportunities
 - To assess and record students' progress and report to parents as required
 - To contribute to and promote pedagogical dialogue throughout the school
 - To be a good role model
 - To develop and maintain good professional relationships with students, parents and colleagues at all times
 - To undertake school supervision duties as required

General

- To carry out any other reasonable task at the request of a member of the Leadership Team



Generic Person Specification for all posts

Characteristics
Professionalism – a core of strongly held and enacted values
Respect for others – The underlying belief that individuals matter and deserve respect
Challenge and support – A commitment to do everything possible for each student and enable all students to be successful
Confidence – The belief in one’s ability to be effective and take on challenges
Self-Learning – A commitment to developing understanding and learning new skills to become a better teacher
Creating trust – Being consistent and fair. Keeping one’s word
Thinking – the drive to ask ‘why?’ and see patterns
Analytical thinking – The ability to think logically, break things down and recognise cause and effect
Conceptual thinking – The ability to see patterns and links, even when there is a lot of detail
Planning and setting expectations – targeting energy and effort where it will make the most difference to students
Drive for improvement – relentless energy for setting and achieving challenges
Information seeking – a drive to find out more and get the full story. Intellectual curiosity
Initiative – the drive to act now to anticipate and pre-empt events
Leading – directing, inspiring and motivating others
Flexibility – The ability and willingness to adapt to the needs of a situation and change tactics
Holding people accountable – The drive and ability to set clear expectations and parameters and to hold others accountable for performance
Managing students – The drive and ability to provide a clear direction to students and to enthuse and motivate them
Passion for learning – The drive and ability to support students in their learning and to help them become more confident, independent learners
Relating to others – managing one’s interactions and relationships effectively
Impact and influence – The ability and drive to produce positive outcomes by impressing and influencing others
Empathy – The drive and ability to understand others and why they behave as they do
Team working – The ability to work with others to achieve shared goals
General
Qualified teacher status
Capacity to be a good role model for all members of the school community
Willingness to accept both support and challenge leading to improved practice
Ability to teach good lessons

Characteristics for all posts will be prioritised from the list above.