

## **The Portsmouth Academy**

### **Job Description**

#### **Associate Leader ISR L9-13**

**Responsible to: Senior Vice-Principal**

**Responsible for: Computer Science and Digital Learning**

#### **Aims of the Thinking Schools Academy Trust (TSAT)**

The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.

#### **Main purpose of the post:**

The Associate Leader is the lead professional for the quality of provision in the computing curriculum and for continuous improvement of the school’s digital learning offer. They will support the academy to continue to have a high profile around the transformative impact of teaching with technology and its potential to accelerate students’ learning; and reduce workload for teachers.

The Associate Leader will share responsibility for senior leadership and management for the Academy ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students that leads to excellent outcomes.

Line Leadership:

- Digital Champion (Level 3 apprentice) - who runs the One:One Helpdesk and bridges the gap between teaching and technology through working directly with staff and students
- Teachers who implement the Computer Science curriculum at KS3/KS4

#### **The Associate Leader will:**

- Have experience of creating a productive learning environment which is engaging and fulfilling for students and staff;
- Have strong leadership skills; able to inspire others and collaborate effectively for improvement;
- Be passionate about ensuring equality of opportunity for all;

- Ensure that students achieve in the subject of Computing and that digital learning across the schools helps to improve engagement and progress.

## **2. Build a successful Computing curriculum**

- Determine, in consultation with the Vice Principal for Curriculum, the choice of syllabus, Examination Board and course structure;
- Design and implement a well-sequenced computing/IT curriculum for KS3 and KS4 which includes skills such as coding, digital creation and working with emerging technologies; and which leads to good uptake of the subject(s) at KS4 and good achievement;
- Provide additional IT based qualifications for students that allow them to leave the academy 'future ready';
- Deliver inspirational teaching of Computer Science with the use of innovative resources;
- Provide leadership and management for the quality of computing/IT lessons ensuring all computing teachers and classroom support staff use effectively the Academy curriculum planning tools and deliver in-line with the thinking school approach;
- Ensure that the curriculum is differentiated according to pathways and that additional resources are made available to students with specific barriers to learning;
- Monitor the standards of 'learning and remembering' in computing/IT and use this data to inform individual professional development needs and curriculum changes/additional interventions;
- Monitor and evaluate the standards of pupils' achievement and progress in computing, using data from school and national benchmarks;
- Challenge underperformance at all levels and ensure effective corrective action and follow up.
- Draw on wider resources e.g. from the Computer hub – maximizing funding/enrichment and support opportunities, that benefit staff and students and strengthen the reputation of the academy.

## **3. Help the school to Digital Maturity**

- Promote the use of new and existing technologies through incorporating them into lessons for students; demonstrating advanced professional practice in this area and contributing to whole-school digital development through actively sharing/modelling and promoting the benefits of teaching with technology;
- Ensure that students undertake a journey of digital skill development – through the time allocated for the computing curriculum, or through time allocated elsewhere;
- Work with subjects throughout the school to identify their strategy for embedding the technology available into curriculum design and teaching and
- Take a leading role in evaluating the use of software in school; making recommendations for software to be removed where it is no longer being used to good effect, and equally supporting around the change management needed for new software.
- Work closely with the SENDCo to implement a strategy for supporting students with SEND to make sure of technology to help address their barriers to learning;
- Monitor what support students need with digital skills through evaluating their engagement with the One:One helpdesk and working with the Digital Champion to create resources which address their needs, as they develop, at scale, so that the helpdesk is not overloaded;
- Contribute data/information to the evaluation of the school's One:One strategy;
- Identify and support the development of tech-related lunchtime/after school clubs;
- Feedback to the Trust network of Digital Learning Ambassadors about One:One and digital learning; and support other schools on their digital journey, where this is appropriate;

- Be prepared to undertake additional training to become a qualified Digital Champion and a Microsoft Certified Trainer

#### **4. Support a culture of Digital Citizenship**

- Demonstrate expertise on matters relating to digital wellbeing, digital safety and digital citizenship – liaising with all the external agencies to help inform, and maintain, a strong vision and strategy around this;
- Quality assure the PSHE curriculum which has statutory content on online safety; helping Heads of Year to design the sequence in which it is taught and use resources that are engaging and meaningful way;
- Work through the Student Council to ensure that student voice is drawn upon to evaluate the impact of the academy's work on digital citizenship
- Promote and embed a culture of positive digital citizenship throughout the academy; finding ways to reward their ongoing journey;
- Work closely with the DSL team to ensure that staff, parents and governors are kept up to date in terms of their online safety training and that resources are used proactively by parents and children to help them manage their wellbeing online;
- Offer co-curricular activities that will allow pupils to explore the digital world;
- Support the school to maintain a positive and professional online reputation and showcase the outcomes of the digital strategy

#### **5. Securing Accountability**

- Ensure that the Academy is constantly "Ofsted ready" in terms of the provision in computing/IT that would ensure positive inspection outcomes;
- Use a range of evidence, including national data and own academy performance data, to support, monitor, evaluate and improve student outcomes in computing/IT/digital skills and citizenship;
- Be prepared to contribute to the Headteachers governor reports – to feedback specifically on the areas of digital strategy outlined in this job description.

#### **6. Managing the day to day Organisation**

- In conjunction with the Principal and Vice-Principal seek to build a successful academy through effective collaborations;
- Lead on curriculum and digital learning through effectively working with the Principal, Vice-Principal, Assistant Principals, subject leaders and teachers;
- Line manage others as relating to the requirements of this role and provide effective support for their professional growth journeys;
- Play a supportive role in device management e.g. ensuring that students have access to devices in school and at home, helping with marketing/administration that is needed, and playing an active role in solutions to tackle disadvantage through closing the digital divide;
- Take a lead on the introduction of new software for digital learning and/or promoting current software so that value for money is achieved and the senior leadership team receive useful data on student engagement and progress;
- Support the school's behavior and culture strategy through contributing to whole-school patrol and addressing poor student conduct.

## **7. Working with Others and Self Development**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture;
- Build a professional and collaborative learning culture within the academy and actively engage with others to build effective learning communities;
- Ensure the Academy's Teaching and Learning policies and practices are implemented effectively in Computer Science/IT/Digital learning lessons;
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams;
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory;
- Regularly reviewing own practice, set personal targets with the Principal and Vice-Principal, and take responsibility for own personal development by participating positively in arrangements made for performance management;
- Manage own workload and support others to manage an appropriate work life balance.

## **8. Strengthening Community**

- Engage with the Thinking Schools Academy Trust community to secure quality and entitlement of provision for all pupils;
- Promote the internal and external high expectations, perceptions and standards of the academy to the wider community;
- Work collaboratively at both strategic and operational levels with other schools and professionals within the Thinking Schools Academy Trust.

## **9. Conditions**

- The Associate Leader will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Principal, Director of Education and Trustees.