MATRIX ACADEMY TRUST
Job Description – Director of Computing and Digital Arts

Reports to:	Member of Leadership
Responsible for:	• Improving the quality of the curriculum in Computing, Business, Computer Science, Media and Music • Implementing the use of effective staff materials to support teaching • Raise achievement in Computing, Business, Computer Science, Media and Music. Improve the progress of all pupils
Main Purpose:	(in addition to that expected of the classroom teacher) Proactively implementing any process, policy, system or activity that promotes raising the standards of Teaching & Learning in Computing, Business, Computer Science, Media and Music and works towards improving achievement.
Main Activities:	• Contributing to the management of the faculty, attending meetings and cascading information to the department. • To respond to day to day issues within the Curriculum Area, constantly displaying professionalism and using initiative along with commitment to the department's Development Plan. • Develop teaching and learning within the Curriculum area. • Work collaboratively and sharing good practice with staff members. • Leading the development/acquisition of an environment for learning and produce learning resources that are stimulating and motivating, promoting the engagement of pupils and students in Computing, Business, Computer Science, Media and Music. • Reporting to Leadership on student performance within the Curriculum area. • Reporting to member of leadership on the impact of implemented teaching and learning strategies. • Identifying CPD needs, facilitating and coordinating CPD opportunities within the Curriculum area. • Developing and improving the skills and knowledge of all staff in the curriculum area and disseminating good practice across the department. • Syllabus/course selection, student exam/assessment entries within the department to facilitate learning. • Providing a professional role model as a lead teacher in the department. • Monitoring the production of Controlled Assessment, developing strategies to ensure it is completed to the expected standard for each student and that deadlines are clearly set and shared with the department. • Monitoring the development and implementation of examinations and assessment opportunities to comply with school expectations.
Pastoral System:	• To act as a form tutor and monitor and support pupils progress, within your tutor group. • Deliver and contribute to the PSHE, citizenship and enterprise programmes within your tutor group.

	• To ensure the Behaviour Management system is implemented in the department so that effective learning can take place
Additional Duties:	• Adhere to the Teacher Standards • To play a full part in the life of the school community and to support its distinctive mission and ethos. • To encourage pupils to follow this example. • To actively support school policies. • Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with. • Any other duties as directed by the Headteacher

This job description may be amended at any time, following consultation between the Headteacher and postholder. These are broad descriptions of the types of duties/activities expected of the post and are not an exhaustive list.

The Headteacher retains the right, as a condition of your employment, to require you to undertake such other duties as may reasonably be expected of you in this post, as specified by School Teachers Pay and Conditions Document not mentioned in the above. These duties will correspond to the general character of the post and are commensurate with its level of responsibility.

Postholder Name: …………………………   Date: …………………………

Postholder Signature: ……………………………   Date: …………………………

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Person Specification – Head of Business, Computer Science and Media

Factors	Essential or desirable	Measured by A – application S - selection metho I - interview
Qualifications		
Qualified Teacher Status	E	A
Relevant degree in subject area or related area	E	A
Ability to teach ages 11-16	E	A/I
Ability to teach Post 16 (for schools with Sixth Form)	D	A/I
Relevant NPQ e.g. NPQLT, NPLTD	D	A
Leadership		
Ability to plan for effective implementation of changes which will secure stronger pupil outcomes.	E	A/S/I
Be accountable for their areas of responsibility.	E	A/S/I
Ability to lead and manage their team so everyone performs to their best, taking decisive action when underperformance dips.	E	A/S/I
Develop their team so that they are always 'growing the next layer'	E	A/S/I
Collaborate with leaders from across their school and other trust schools.	E	A/S/I
Membership of subject associations	D	A
Abilities		
Ability to create a learning environment that allows pupils to focus on learning.	E	A/S
Ability to clearly instruct pupils, checking prior knowledge, imparting new knowledge and thoroughly checking they have 'got it' before moving on.	E	A/S
Has up to date subject knowledge.	E	A/S/I
Has to date subject pedagogical knowledge (how to teach their subject).	E	A/S/I
Ability to identify misconceptions, unpick them and then teach pupils so they have a better understanding.	E	A/S
Can motivate pupils by having them maintain a high success rate.	E	A/S
Ability to assess pupils accurately, use this information to adapt their planning and guide pupils to improve their understanding.	E	A/S/I
Ability to reflect on their teaching and precisely identify how they can make their teaching even better.	E	I
Know the legal requirements, policies and guidance on safeguarding.	E	I
A track record of strong pupil outcomes.	E	A
Practical Skills, Personal Qualities and Behavioural Attributes		

Excellent communication, planning, organisational, listening and time management skills.	E	A/S/I
Commitment to regular and on-going professional development and training to establish effective classroom practice.	E	A/I
Collaborate with practitioners from their school – and beyond – to design and implement an ambitious, well sequenced and well resourced curriculum.	E	A/I
Work effectively alone and as a part of a team.	E	A/I
Develop positive relationships and act as a role model to staff and students.	E	A/S/I
Resilience, motivation and commitment to driving up standards of achievement.	E	A/S/I
Uphold all teacher standards, including abiding by relevant legislation and following policies and procedures of the school/trust.	E	A/S/I