The Computer Science Department consists of the Head of Department and one other part-time teacher. Colleagues from other departments assist, on occasions, in the teaching of IT to Years 7 and 8.

The Department is accommodated in two computer rooms, each with twenty networked PCs and printers. One of the rooms has an Interactive Whiteboard and the other has a projector. A class set of Raspberry Pis has been purchased within the last year.

All Lower School (KS3) pupils currently have one lesson of IT per week. The scheme of work has varied topics from traditional IT topics in Word, Excel and PowerPoint through to introduction to coding. There is real scope to develop this scheme of work into an exciting programme for our pupils and for the new Head of Department to put their own stamp on our offering.

Computer Science is introduced to all Year 9 pupils through a carousel of subjects. Each pupil spends three lessons a week for one term (between 10-12 weeks) learning more advanced Computer Science methods ahead of making decisions about their GCSEs.

Computer Science is offered at both GCSE and A Level. The School currently uses CIE for the IGCSE examination board and AQA for A Level, however the incoming Head of Department will be free to decide the best course and exam board for our pupils. Each year we have a group of pupils who follow a Computer Science related pathway at university.

Previously we have had annual trips organised by the Department for Year 8 to Chessington World of Adventures, Bletchley Park for Year 9 and Year 10 to the Centre for Computing History in Cambridge. Co-curricular clubs and activities offered by the Department have included film-making and Minecraft.

The Head of Computer Science would be an important member of the School's EdTech committee, led by the Assistant Head (Teaching and Learning). The committee is currently investigating effective use of AI across the School as well as the possibility of launching a device policy in the foreseeable future.

Purpose of the Job

To manage the department as well as providing pupils with high quality teaching within the curriculum area(s).

To raise the profile of the department throughout the Senior School and to help drive the development of the subject within the School.

To contribute fully to the life of the School. In addition to teaching, this will require participation in the normal supervisory and co-curricular duties undertaken by all members of staff, including fulfilling a commitment to the boarding life of the School.

The Key Areas, Limits of Responsibility and Criteria for Success as outlined below will apply equally to other subjects or areas of experience offered by candidates.

Key responsibilities:

- To be responsible for the teaching, and subsequent progress, of pupils studying the subject in the Senior School, from KS3 to GCSE, A Level and as part of the International Baccalaureate (IB).
- To prepare Schemes of Work and be responsible for all aspects of the management of the curriculum including management of the departmental budget.
- To be involved with any other aspects of School life associated with the subject.
- To encourage and support the full integration of use of ICT within the Department.
- To be a fully integrated member of the Heads of Department group, to attend and contribute to meetings, prepare departmental reports on examination performance, and development plans which contribute to the School's Strategic Development Plan.
- To play a full part in the life and running of this successful Day and Boarding Independent School.
- To support pupil development in the role of Form Tutor, as a member of the House team.
- To carry out duties in one of our four Boarding Houses – usual commitment is one weeknight shift (around 5 hours) each week plus one weekend shift in three (either morning/afternoon/evening or a House trip).

Limits of Responsibility:

- To be ultimately responsible to the Headmaster.
- To report to the Deputy Head (Academic).
- To run the Department in line with School and Departmental Policies.
- To undertake a pastoral role, including that of Form Tutor and House Tutor, in accordance with School Policy, reporting to the Deputy Headmaster and Housemaster/mistress.
- To undertake a role in a Boarding House reporting to the Deputy Head and Housemaster/mistress.

Criteria for Success:

- Evidence that high standards of teaching and learning in the department are being maintained.
- Evidence of good differentiation for learners at both ends of the spectrum.
- Evidence of an enriched curriculum which incorporates appropriate extra-curricular events.
- Improved departmental "value added" results, year on year.
- Maintaining positive relationships with staff and pupils.
- Actively supporting the ethos of the School.

Warminster School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants must be willing to undergo a criminal record check with the Disclosure and Barring Service.

	Essential	Desirable	Method of Assessment
Qualifications	• A good Honours Degree in a relevant subject • A Teaching qualification	• Evidence of professional development	• Production of the applicant's certificates
Experience	• Evidence of high-quality classroom teaching • Evidence of raising standards and of initiating and maintaining innovative curriculum design and delivery	• Experience of teaching A Level or the International Baccalaureate Diploma • Experience in a pastoral role such as form tutor • Experience of working in a boarding environment • Experience of teaching across all relevant Key Stages	• Contents of the Application Form • Interview • Professional references
Skills / Knowledge	• Excellent subject knowledge • Ability to impart key skills and attributes of a Warminster Learner *(risk taking, critical thinking, collaboration, communication, independence, problem solving)* • A commitment to improving pupil learning • An enthusiasm for the subject • An interest in fostering a varied approach to learning • An appreciation of the value of ICT in fostering learning	• An interest in fostering a varied approach to learning • An appreciation of the value of ICT in fostering learning	• Contents of the Application Form • Interview • Professional references
Personal Competencies and Qualities	• The ability to communicate clearly both verbally and in writing • An effective motivator of pupils • An ability to work effectively as part of a team • An ability to keep to deadlines • A willingness to reflect • A good level of organisation • A good sense of humour • A commitment to co-curricular activities and to the School's involvement in the wider community • Alignment with the key values of the School *(courage, integrity, kindness, empathy, creativity, curiosity)* • An understanding of Health & Safety issues within an educational setting • Commitment to sharing good practice	• Ability to work using own initiative • A willingness to contribute to whole-school initiatives • A commitment to networking and the sharing of best practice • An understanding of Health & Safety issues within an educational setting • Commitment to sharing good practice • Good ICT skills • An appreciation of the learning needs of different pupils	• Contents of the Application Form • Interview • Professional references