



Longley Park

SIXTH FORM ACADEMY

Creating Excellence Together,
through a culture of care

Job Description and Person Specification

Teacher of IT and Computing



BRIGANTIA
LEARNING TRUST

Creating Excellence Together,
through a culture of care

Introduction from the Executive Principal

Welcome to Longley Park Sixth Form Academy,

Thank you for considering joining our Longley Park Sixth Form Academy team within Brigantia Learning Trust and applying for the role of Teacher of IT and Computing. As a Sixth Form, we are all about providing an amazing place for 16–19 year-olds to study and this role provides an opportunity to work with people who share your passion and will provide you with the opportunity to develop new skills and contribute to an ambitious, caring and vibrant community.

I am excited to be able to offer this opportunity to join our team at Longley Park Sixth Form Academy. You will be joining a team of staff dedicated to improving the life chances of young people by providing the best environment in which they can flourish academically and personally.

Longley Park Sixth Form Academy is situated in the North East of Sheffield. We draw from a diverse community around us. Sheffield is an emerging powerhouse city of the north. Staff and students model and celebrate our diversity very well. Students from a wide range of cultures behave well, work diligently together and respect the views of others.

Our community of 1,050 students study a wide range of courses from ESOL to Level 3 Applied Generals and A Levels. Our students go on to some excellent destinations. In 2024, Ofsted rated the Sixth Form as 'good' stating Longley Park Sixth Form Academy "are aspirational for their students, many of whom come from disadvantaged backgrounds and have low prior attainment, to achieve well at the academy. Staff skilfully equip students with the academic and life skills needed to be successful."

Core to our values are inclusivity and robust support in a culture of care. We are passionate about making sure that students who would not otherwise have access to academic and vocational courses can study and be successful. At Longley Park Sixth Form, we strive to be a diverse and inclusive organisation where we can all be ourselves. We particularly encourage applications from people who identify as Black, Asian or from a Minority Ethnic background and/or from people experienced in working in communities of diversity.

Our expectations are high and we are committed to staff development and providing opportunities to further your career, both at the Sixth Form and within the Trust. If you want a role that will be challenging, fulfilling and developmental, this could be it.



Jamie Davies
Executive Principal

For more information or a confidential conversation about the role, please contact Matthew Fieldsend on MFieldsend@brigantiatrust.net.

Longley Park Sixth Form

Vision and Strategic Objectives

Our Vision

Challenging all students to make more progress than they ever thought themselves capable.

Our Strategic Objectives

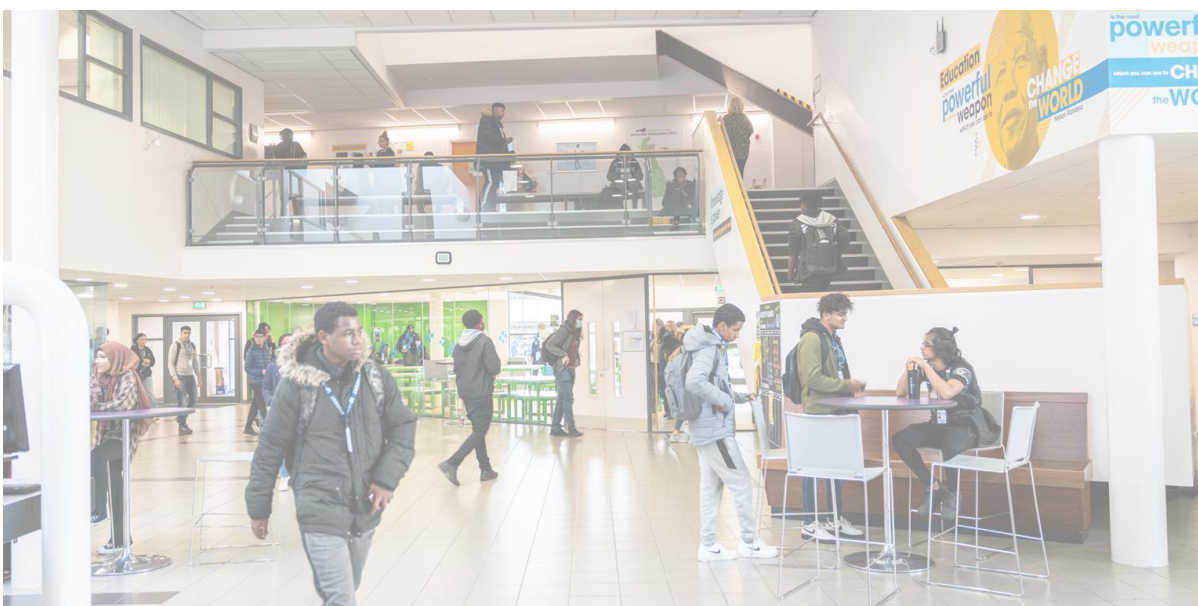
1. Ensure excellent outcomes by delivering an exceptional teaching experience – a community of learning and professional development
2. Provide robust support for students within a culture of care, so they feel safe, can achieve and are prepared for their next steps
3. Sustain student recruitment by providing an engaging and efficient provision that meets the aspirational needs of the local community and beyond

Through all of this, ensure staff and student wellbeing.

Longley Park Sixth Form is an exciting mix of ideas, beliefs, cultures and languages - a place where young people are able to develop confidence in themselves, aspire and achieve.

At Longley Park we recognise the importance of choice and believe that a student's study programme should be designed around their abilities and aspirations. We are committed to providing a well-balanced and challenging curriculum for all students, both inside and outside of the classroom. We have courses for students joining us from a variety of different starting points.

From excellent academic support to a wide range of work experience and enrichment opportunities, there are so many ways for young people to develop their character and skills with Longley Park Sixth Form.



Welcome to the Brigantia Learning Trust

An inclusive multiphase journey at the heart of our community

Across the Trust, we pride ourselves on our close-knit community, where we value every pupil and student as an individual, enabling us to drive their ambition, inspire their passions and teach innovatively and passionately, creating leaders within a rapidly changing world. We also know that the bedrock of any academy is the quality and stability of the staff team. We care about staff wellbeing and are committed to attracting, developing, retaining and promoting them within our Trust.

Our core vision is to change life chances and secure social mobility and justice for young people in our community through a culture of care. We are dedicated to Creating Excellence Together and these words have been carefully chosen to reflect our commitment to continuous improvement and working together in partnership.

We create opportunities and enrichment within and beyond the classroom, so that every pupil and student is provided with a platform from which to succeed. We achieve this through:

- A strong and shared moral purpose that underpins our work
- A vision that is coherent and a logical step for education in the area.
- Effectiveness rooted in an understanding of the complex local context.
- Leadership that is immensely strong, ambitious and committed.
- A clear operating model for partnership that focuses upon school improvement.
- A proven track record of success including the transformation of schools.
- Immense staff capacity and expertise to drive improvement.



Mike Westerdale
Chief Executive Officer

vulnerable

Within the Trust, our academies have continued to grow as centres of excellence; drawing upon a collective pool of expertise and resource. Our staff and Trustees work collaboratively to deliver the very best in traditional education with a forward-thinking approach, ensuring that every child and young adult in our care is prepared and well-equipped for the demands of a global and everchanging society.

As pioneers of 2-19 education within Sheffield, we believe our offer truly sets us apart. Through orchestrated efficiency, development and innovation, every child and young adult benefits from a truly unique and bespoke approach to education at Brigantia Learning Trust. From their passions and personalities to their learning styles and ambitions, everything is taken into account to ensure a smooth and seamless transition throughout all the phases of their academy life and beyond.

Our strong leadership teams are ambitious and dedicated to driving improvement and securing the very best outcomes in each of our academies, through a commitment to excellence and unwavering values.

As we continue to improve, grow and develop we are motivated to find the right talent for our academies and our young people. This is an exciting opportunity within our organisation and we invite you to be part of creating an engine of community cohesion, aspiration, achievement, success and social mobility for every young person we serve.

Mike Westerdale, CEO Brigantia Learning Trust.

Teacher job description

This job description outlines the requirements and specification of the ideal candidate for the role of teacher.

Teachers should make the education of their students their first concern. They are accountable for achieving the highest possible standards in the work and conduct of both themselves and their students. Teachers should act with honesty and integrity, ensuring they forge positive professional relationships and work with parents in the best interests of their students. Teachers should also possess strong subject knowledge and keep this up to date.

This job description outlines the key duties associated with the role of a teacher – schools may wish to add role-specific and school-specific criteria to this job description and person specification throughout.

This job description is a suitable base for the role of a teacher across all curriculum subjects.

Schools are required to consult with various parties, including recognised unions, when adopting and changing job descriptions. When using The National College job descriptions as a foundation for your final document, you must ensure it meets the expectations of your stakeholders.

Teacher job description

Employment details	
Job title	Classroom Teacher
Reports to	Head of Department
Hours of work	32.5
Salary	NSP Scale 1-9

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Support the Subject Leader wherever possible, e.g. through attendance at departmental meetings.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for students through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

- Set high expectations which inspire, motivate and challenge students by:
 - Establishing a safe and stimulating environment for students, rooted in mutual respect.
 - Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of students.
- Promote good progress and outcomes for students by:
 - Being accountable for students' attainment, progress and outcomes.

- Being aware of students’ capabilities and prior knowledge, and planning teaching to build on these.
- Guiding students to reflect on the progress they have made and their emerging needs.
- Demonstrating knowledge and understanding of how students learn and how this impacts teaching.
- Encouraging students to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings.
 - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
 - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and students’ intellectual curiosity.
 - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
 - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all students by:
 - Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students’ education at different stages of development.
 - Having a clear understanding of the needs of all students, including students with SEND, students of high ability and students with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Making use of formative and summative assessment to monitor students' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.
- Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
 - Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - Making a positive contribution to the wider life and ethos of the school.
 - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - Deploying support staff effectively.
 - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - Communicating effectively with parents with regard to students' achievements and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others.

- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Organisation

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the students being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of students work.
- Carry out additional tasks as reasonable expected under the direction of the Principal.

Teacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • QTS. • A degree in a relevant subject or significant evidence of experience in this area 	<ul style="list-style-type: none"> • A postgraduate qualification, e.g. a master's degree. • A first aid certificate.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Conducting assessments, keeping records and producing reports on students. • Implementing safeguarding procedures in schools. 	<ul style="list-style-type: none"> • Experience teaching their subject within a school environment. • Experience teaching students in relevant key stage. • Organising and participating in extracurricular activities.
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • A clear understanding of the subject's curriculum and examination specifications across the relevant key stage. • Sufficient knowledge to answer subject-related questions raised by students. • An ability to use different teaching methods and adapt to cater for students different needs. • Knowledge of effective intervention strategies to improve the quality of teaching and learning. 	<ul style="list-style-type: none"> • An understanding of relevant legislation and educational developments. • An understanding of how assessment and attainment information can be used to improve practice. • Skills in effective resource management and deployment.
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> • Punctual, with a good attendance record. 	

- An excellent communicator, verbally and in writing.
- Organised.
- An excellent time manager.
- Hardworking, with high expectations of themselves and their professional standards.
- Committed to CPD.
- Able to work both independently and as part of a team.
- Able to maintain successful working relationships with other colleagues.
- Able to plan and resource effective interventions to meet curricular objectives.
- Driven and energetic.

The successful candidate may also be

- Committed to the value and promotion of their subject.
- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Able to effectively promote the school's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.

Additional requirements

The successful candidate will have

- An enhanced DBS certificate and barred list check.
- Evidence for their previous work experience.
- References.



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