



Thornhill
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Head of ICT/Computing



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Head of ICT/Computing at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through our values of:

Partnerships
Opportunity
Integrity
Excellence
Equity
Being people-centred

We recognise the unique value of each individual, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

Our focus on being people-centred extends to providing exceptional professional development for all members of our Trust, including teaching and support staff. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for life long learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed. We also value our stakeholders as partners in our collaborative efforts with the communities we serve.

Consilium Academies is currently undergoing significant development with numerous opportunities for all staff. Joining us now presents an exciting prospect for professional and personal growth.



Mr Michael McCarthy

Chief Executive of Consilium Academies

Welcome from the Headteacher

Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Headteacher of this academy and work within our trust. All our staff at Thornhill are committed to giving our students high-quality education, that will help them become the best they can be. As well as aiming to prepare our students for success in studying at the Academy, we aim to prepare them for success in their life beyond Thornhill too.

At Thornhill Academy, we aim to work collectively with our local community to provide the highest-quality education in an environment which is welcoming and inclusive. We believe only in this setting can learning and personal development flourish successfully. Our aim is clear, to develop the whole person in a dynamic and progressive learning environment that expects exemplary standards of behaviour and respect and demands a thirst for continuous learning. Every member of our Academy is clear on what we want to deliver to current and future students, through equal opportunities, for every pupil to succeed.

We are committed to:

- Providing students with an exciting, engaging, and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our Academy and our community to the full

Thornhill Academy is proud to be part of Consilium Academies Trust. As part of Consilium, we are dedicated to working towards the Consilium mission of 'Enriching Lives' and 'Inspiring Ambitions.'

Thank you again for your interest, this is an exciting time to work in our forward-looking academy. Our Ofsted inspection in March 2022 highlights the rapid improvement journey our school is on and we look forward to new staff joining us who share our belief in our young people and want to support our school on this journey of providing our young people with the skills, knowledge and opportunities to be the best they can be

I look forward to receiving your application.

Kind regards,



Mrs Sue Hamilton

Headteacher



About the Academy

Thornhill Academy is an 11 to 16 secondary academy, with over six hundred students which occupies a large site in close proximity to Sunderland City Centre. Thornhill Academy is a unique school in its area, this uniqueness comes from the diversity of our student population. Across the school, students come from 14 different ethnicities, with 35 different languages. We are proud to be this vibrant and diverse community and have developed a culture that has moved far beyond tolerance and one in which we celebrate, learn from, and embrace our differences. The diversity of our community offers students and staff rewarding and deeply engaging experiences and supports staff on their journey to become inspirational and reflective practitioners, improving life chances for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment and excellence.

Students, parents, staff and governors are proud of recent achievements here and, as well as helping students achieve the results they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour and learning; relishing and learning from challenges. We want to create a safe, supportive and happy working environment in which diversity is celebrated and pupils and staff thrive. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.

In December 2022, we were delighted to be named on the Department of Education's list of schools as part of the School Rebuilding Programme (SRP), being named in July 2023 as one of the fifty initial schools for development. We are now beginning the exciting journey to bring a state-of-the-art school to our community

About the Trust

The Consilium Mission

“Enriching Lives, Inspiring Ambitions”

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants

- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations



Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focused on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



About the Role

Job Title: Head of ICT/Computing

Start date: September 2024

Contract: Permanent

Salary: MPS/UPS + TLR 2b

If you feel our students will be chomping at the “byte” (and the bit!) and you think you’re the 0001 to drive Computer Science and IT forward at Thornhill, then we would love to hear from you!

We are looking for an outstanding teacher and leader who is ambitious and wants to further their career. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

At Thornhill Academy we aim to offer students an exciting curriculum and a huge range of extra-curricular opportunities within a safe, secure and encouraging environment.

This is an important middle leadership role with the responsibility to work with the members of the department to ensure the highest standards of teaching and learning.

You will need to:

- Be ambitious in your determination to ensure all our learners achieve and develop their full potential
- Be inspirational in the classroom
- Be able to provide engaging and creative learning experiences for all pupils
- Be committed to assisting pupils in overcoming barriers to learning
- Have high expectations and a commitment to the wider school

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Kim.Weller1@consilium-at.com or completed online on TES jobs.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Monday 18th March 2024 at 9:00 AM.

If you wish to visit the school, please contact Kim.Weller1@consilium-at.com

Interview date TBC

Job Description

Job Title:	Head of ICT/Computing
Reports to:	SLT link
Based at:	Thornhill Academy

Main purpose of the Role

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support student academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To lead the development of the ICT Department.

Core Responsibilities & Tasks

Main Duties

- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To be accountable for leading, managing and developing the curriculum area.
- To review, develop and refine schemes of work and encouraging links with other subjects where appropriate.
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To monitor progress against the targets and ensuring appropriate action plans are in place where issues are identified.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT subject specialism are reflected in the teaching and learning experience of students.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well focussed teaching, fostering positive relationships and implementing the schools Behaviour for Learning Policy.
- To set appropriate work for use by supply or substitute staff in the event of staff absence

Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies at Thornhill Academy.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To be responsible for continuously improving the quality of teaching and learning within the department.

Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To ensure the effective and efficient deployment of classroom support.
- To hold staff accountable for their teaching and outcomes.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

Quality Assurance

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve where required.
- To monitor and evaluate the teaching in the department, take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To work closely with the SENDCO to ensure appropriate subject targets are set, and to match curricular materials and approaches to pupil needs.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To lead the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.

- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

School Ethos and Other

- To play a full part in the life of the school community, to support its ethos, and to encourage staff and students to follow this example.
- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.
- The Trust operate a no smoking policy.

Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher in a relevant subject	X	
Ongoing CPD		X
Experience, Knowledge and Skills	Essential	Desirable
Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work	X	
Ability to lead on assessment, evaluation and attainment of all pupils. Understands and interprets pupil data to drive lesson planning	X	
A good working knowledge of teaching and learning reflected in own practice, including experience of raising attainment.	X	
An ability to both teach computer science to GCSE	X	
Successful teaching of digital technology based courses	X	
The ability to line manage and when required, deliver related subjects out of specialism, e.g. Business studies		X
Able to set and deliver high expectations for accountability and consistency and embed a culture of learning amongst staff and pupils that creates an ambitious, purposeful and highly motivating environment	X	
Excellent classroom practitioner of ICT/Computing who has a proven track record of improving student outcomes	X	
A commitment to student support and guidance.	X	
Permitted to work in the UK	X	
Personal Attributes	Essential	Desirable
Suitability to work with young children	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
A good sense of humour	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X