Beechwood Park

Head of Information Technology

Information for candidates

Required January 2024 or earlier

Beechwood Park

Beechwood Park School is an independent day and flexi-boarding school for boys and girls aged 3 to 13.

"Particularly strong (academic) reputation, but also nurtures and educates children in the wider sense. The result is sparky, confident children who exude pride in their school and are incredibly happy learners.."

Good Schools Guide

Welcome

Thank you for your interest in working at Beechwood.

I am delighted to introduce you to our school, a thriving community at the heart of which are our wonderful pupils, supported by a team of inspiring staff.

We believe that the transformative effect of a preparatory Beechwood education provides boys and girls with a safe, happy and uniquely child-centred environment in which they can enjoy building friendships (often for life) and develop innate creativity, curiosity and character.

As you will see in our Mission, on page 4 of this booklet, Beechwood nurtures, engages and inspires its pupils, developing their confidence and independence, establishing in them the skills that prepare them for a future life and love of learning.

Our highly-qualified and experienced teaching staff encourage children to engage as active learners, take increasing ownership of their studies, probe, question, develop an increasing Growth Mindset together with the self-discipline, perseverance and academic risk-taking that is our academic hallmark.

I am exceedingly proud of what Beechwood staff do each and every day, ensuring our pupils benefit from a rich, diverse and exciting education. Opportunities abound within and beyond the classroom, and we provide our pupils with the time and space to learn, flourish, create and challenge themselves. Beechwood pupils are proudly individual yet connected by an education which teaches them to love life and squeeze every opportunity out of it; they embrace challenge and adapt to and are excited by change; they develop resilience and aspire to excellence in all that they do. They are happy, confident adventurers, who enjoy exploring big ideas, who argue and create, retaining balance and truth.

Pupils enjoy particularly good relationships with their teachers and the wider staff at Beechwood; our most recent ISI Inspection, which you can read here refers to *"the open and trusting relationship that staff and pupils enjoy…. (which) leads directly to some excellent pupil choices"* (ISI 2019)

I hope you find everything you are looking for on our website to help you decide if Beechwood could be right for you.

We look forward to welcoming you.

M. Cussans.

Maureen Cussans
Interim Headmistress

The School

Beechwood Park School is an independent day and boarding preparatory School for around 525 boys and girls between the ages of 3 and 13 years.

Founded in 1964, and set in a beautiful 40-acre estate amidst unspoilt Hertfordshire countryside, Beechwood enjoys a well-established reputation for being one of the country's leading co-educational, independent preparatory schools through its provision of academic excellence and a well-rounded education.

The School constantly invests in improving facilities and infrastructure to provide a modern working and learning environment for staff and pupils alike. Our sports hall, swimming pool complex, music technology suite, recording studio, IT infrastructure and surrounding park and woodland provide further spaces for 21st century children to explore and grow.

The School has a strong family atmosphere, which is central to the enjoyment of School that we believe is the foundation of successful education. The people who work here are deeply committed to the progress and wellbeing of pupils in their care. A talented and diverse team of specialists and all-rounders, the staff bring expertise and dedication to their role and have an easy rapport with the young.

Our most recent Independent Schools Inspection Report (ISI) January 2019 identified the School to be excellent in all areas with no recommendations for improvement, and it is an incisive and honest external appraisal of our wonderful community.

Our Mission

Beechwood's Mission is to be a leading UK prep school.

To fulfil this ambition, with the support of parents, the School:

- **Nurtures** the happiness, health, safety and emotional well-being of every child, developing in them confidence and independence;

- **Engages** the intellectual, physical and spiritual potential of every child across a broad range of academic, co-curricular and pastoral activities and experiences;

- **Inspires** children, inculcating transferable, lifelong skills and values by which to achieve personally and contribute influentially to society
;
- **Enables** inspirational and reflective teachers to provide every child with outstanding teaching, delivering the highest levels of educational pace, variety and challenge.

The Role

Job Title: Head of Information Technology

Reporting to: Deputy Head - Academic

Beechwood Park staff are accountable for achieving the highest possible standards in work and conduct. They act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical, forging positive professional relationships and working with parents in the best interests of all pupils.

Role Responsibilities

Computing (IT) Teaching and Leadership

- Lead the teaching of Computing by example, modelling best practice in all aspects of classroom delivery, assessing pupil outcomes and progress and implementing interventions whenever necessary;
- Ensure computing lessons are outstanding with pace, variety, differentiation and challenge for all;
- Embrace new developments within the teaching of computing, planning and implementing an exciting, engaging and contemporary curriculum, with an engaging balance between knowledge and skills;
- Manage and implement a seamless and dynamic curriculum throughout the School, ensuring continuity of teaching and learning;
- Lead the teaching of online safety, working with the Head of PSHE, to ensure an effective online safety programme through the school.Manage a programme to extend and develop those identified as most able in computing, tracking progress towards potential scholarships to next schools;
- Annually review, update and implement a whole-School Computing (IT) Schemes of Work and Department Handbook making cross-curricular links to further progress with IT skills. Implement whole-School literacy and numeracy strategies into the teaching of computing;
- Conduct learning walks, pupil feedback, and work scrutiny to assess pupil outcomes in IT, evaluating effectiveness, highlighting weaknesses and opportunities, and implementing a plan to further develop Computing and IT through the curriculum;
- Promote IT learning through a range of trips, visits, clubs, inter-house competitions, and other events;

- Report to the School's Academic Committee, Pupil Progress Meetings, and Junior, Middle and Senior Department meetings as an Academic Head of Department (AHoD);
- Biennially, complete a robust Professional Development Review of colleagues in your department.

Support of Whole School Digital Learning

- Keep abreast of IT developments, advising the Deputy Head (Academic) of emerging technologies, and enthuse in the use of Digital Learning and technology;
- Liaise closely with the Deputy Head (Academic) to ensure the delivery of cutting-edge technology through the school;
- Work with the Network Manager to ensure the highest quality hardware and software is available in all suites and teaching spaces;
- Champion the use of hardware and software for learning, apps, and other IT opportunities;
- Be a competent user of the school's MIS (iSAMS) supporting colleagues where possible;
- Participate in regular CPD, whole School and departmental meetings, training days and working groups, contributing to staff CPD in supporting and training with IT needs.

Management of IT/CS

- Safeguard pupils through the effective management of School online safety, mobile devices and digital safeguarding, working with the Designated Safeguarding Lead on all IT safeguarding matters;
- Lead on ICT compliance, reviewing and updating the School's online and IT policies, AUPs and other IT related policies ensuring that all policies are effective for staff and pupils and implement latest ISI, IAPS, HCC and statutory guidance;

- Support the Network Manager in maintaining hardware and software through the School site so that it enables Computing and other departments to implement excellent IT;
- Bid for and manage the IT teaching resources budget;
- Support the management and invigilation of internal computer-based assessments / examinations including standardised data assessments.

Communication

- Ensure outstanding levels of customer service in all communications, verbal or written;
- Keep the Deputy Head (Academic) and Head informed of any significant departmental developments;
- Liaise termly with the Heads of Junior, Middle and Senior Departments regarding Computing / IT needs, opportunities and developments;
- Liaise closely with the Learning Support Department about pupils with individual SEND and EAL needs and how digital learning can support action plans;
- Meet with parents individually where appropriate to discuss pupil progress;
- Support the Head and Registrar in the assessment and admission of prospective pupils;
- Report termly through the Academic Report for the Education Committee and annually review the Academic Departmental Handbook in accordance with whole School policy.

Outcomes

- All pupils are confident and proficient users of all School software and hardware and exceed national progress in Computing;
- IT is fully integrated into and has a positive impact upon pupil outcomes through the curriculum;
- IT facilities for other staff are fit for purpose and support learning across the curriculum.
- All aspects of IT and online safety are compliant with all School policy and procedure.

Teaching responsibilities in accordance with the BPS Teacher's Job Description
(based on DfE Teachers' Standards):

- Set high expectations which inspire, motivate and challenge pupils;
- Nurture, engage, inspire all pupils in line with the School's Mission;

- Plan, teach and assess the effectiveness of lessons and home learning which have high expectations;
- Ensure all pupils are fully engaged and contributing in lessons;
- Develop in your pupils a Growth Mindset;
- Inspire academic confidence, independence and creativity in every child;
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Track and assess the progress of all of your pupils;
- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the curriculum, foster pupil interest in the subject, and address misunderstandings;
- Demonstrate critical understanding of developments in subject and curriculum and promote scholarship;
- Promote high standards of literacy, articulacy and the correct use of Standard English.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;
- Set homework and plan other activities to consolidate and extend knowledge and understanding;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Promote excellent differentiation in lessons, using interventions to ensure all pupils make progress;
- Liaise closely with Learning Support staff about pupils with individual G&T, SEN and EAL needs;
- Implement Learning Support policy and LSPPs in all lessons;
- Stretch the more able pupils further and faster through effective differentiation;
- Know when and how to differentiate appropriately, using approaches which enable pupil learning;
- Have a secure understanding of how factors inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Audit examination and standardised data to understand pupil needs and improve future academic performance;
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure pupils' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Promote excellent standards of pupil discipline, tidiness and punctuality at all times and in accordance with the School Behaviour Policy;
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### Fulfil wider professional responsibilities

- Potentially act as a Form Teacher, sharing in the pastoral responsibility for all pupils in accordance with the School's Form Teacher role;
- Participate in regular CPD, including IAPS District 1N meetings, whole School and Department meetings, training days and working groups;
- Carry out at least three Learning Walks per year focusing on the effectiveness of Digital Learning, completing BPS learning walk feedback forms;
- Complete a biennial Professional Development Review;
- Set, arrange, mark and moderate internal examinations;
- Ensure outstanding levels of customer service in all communications, verbal or written, including reporting on pupil progress;
- Contribute to After Schools Activities, staff supervisory duties, absence cover and Parents' Consultations before and after the School day as required;
- Meet with parents individually to discuss pupil progress, reporting where necessary to the Head of School Department / Form Teacher;
- Record pastoral incidents and patterns and parental communications on CPOMS, keeping the Head of School Department and Deputy Head (Pastoral) informed of significant concerns;
- Attend assemblies and other School functions, playing an active part in the wider aspects of School life;
- Undertake other such specific duties appropriate to your post which the Head may reasonably assign from time to time;
- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on

advice and specialist support;

- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional Conduct

- Demonstrate consistently high standards of personal and professional conduct, adhering to school policies;
- Specifically, promote and safeguard the welfare of all members of the School community by endorsing, understanding and exercising your roles and responsibilities in accordance with the BPS Health and Safety, Fire Safety and Child Protection policies and procedures as published for staff;
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

  ◊ Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
  ◊ Safeguarding pupils' well-being, in accordance with statutory provisions;
  ◊ Showing tolerance of and respect for the rights of others;
  ◊ Upholding 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 pupils' vulnerability or might lead them to break the law;
  ◊ Having proper and professional regard for the ethos, policies and practices of Beechwood Park and maintaining high standards in attendance and punctuality;
  ◊ Understanding and always acting within the statutory frameworks which set out their professional duties and responsibilities.
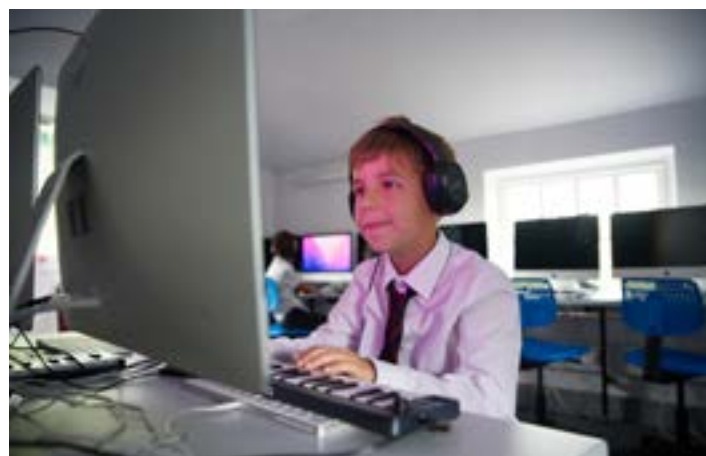
Candidate Specification (Knowledge, Skills and Attributes)

Essential requirements for the role:

- Exceptional enthusiasm for and understanding of Computing / IT;
- Competent and enthusiastic user of software and hardware;
- Ability and desire to support and develop others in their use of software and hardware;
- Imagination, commitment and ambition to inspire pupils to enjoy every aspect of School life;
- High standard of personal presentation;
- Flexible and proactive attitude to work;
- Ability to work in a way which promotes the safety and well-being of children.

Desirable requirements:

- Proven record of motivating pupils to achieve at the highest-level gaining awards, where applicable, in Computing;
- Degree and teaching qualification resulting in Qualified Teacher Status;
- Ambition and desire to take on further responsibilities, making an impact supporting the SLT in other areas;
- Ability to contribute to other areas of the school's extensive co-curricular offering, through offering other IT related extension and developmental activities, or in another area, such as sport;
- Enthusiasm for data analysis and ability to use data to improve teaching and assessment;
- A working knowledge of assessment procedures to track pupil progress in IT.

Decision Making Responsibilities

This is an academic position. The post holder is required to work independently and in accordance with School policy, professional standards and budgetary limits.

Salary and Benefits

The salary for this position will be based on a candidate's experience and qualifications.

Benefits include:
- Free lunch in the School Dining Room during term-time;
- Fee discount for eligible children;
- Use of sports facilities including indoor swimming pool;
- Free parking.

Pension

The School will comply with its legal obligations in relation to the provision of access to a pension scheme and will automatically enrol the position holder in a pension scheme as and when required by law.

Holiday

The statutory minimum holiday entitlement under the Working Time Regulations 1998 is to be taken during School holidays. In addition, the position holder is not normally required to work during normal School holidays other than the requisite days prior to the return at the start of each term. Public holidays occurring when the School is in session will be working days.

The School reserves the right to review and change this job description as the needs of the School change.

Beechwood Park is an equal opportunities employer and we aim for our staff to reflect the diversity of our local community. We welcome and encourage applications from people of all ages, genders, religions and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and those with disabilities.

Agreed by Head

_____

Date   _____

Agreed by Job Holder

_____

Date

_____

Safeguarding and Child Protection

Beechwood Park is committed to safeguarding and promoting the health, safety and well-being of all children.

We require all applicants for employment to complete a BPS Staff Application Form and to produce original identity documentation and certification of qualifications.

The School will undertake an enhanced DBS clearance check of the successful candidate.

The School recruits and retains the highest calibre teaching and non-teaching staff to promote the Beechwood Mission across all aspects of its educational provision. All employees work in a culture of openness, trust and transparency to promote:

•   Their statutory responsibilities to protect children from abuse and harm in accordance with the BPS Child Protection and Health and Safety Policies;

•   The reporting of low-level concerns in support of the School's Mission to Nurture, Engage and Inspire and its core Values.

The Application

Please download, complete and return the School's Application Form with a covering letter of application, to:

Mrs M Cussans
Interim Headmistress
Beechwood Park School
Beechwood Park
Markyate
Hertfordshire
AL3 8AW

Please feel free to contact the Head for an informal discussion via email
hmsecretary@beechwoodpark.com

Location and Access

Beechwood Park is set in beautiful rural parkland outside the village of Markyate. Although rural, the School is only 5 minutes from Junction 9 of the M1 and 15 to 20 minutes from Harpenden, St Albans, Berkhamsted, Hemel Hempstead, and Luton – all with super-fast train links to central London.

The School runs an extensive bus service for pupils, before and after School, to Harpenden, St Albans and many surrounding villages. These areas offer some beautiful villages and places to live, within easy reach of London.

Direct Train Service:
St Albans to London St Pancras: 18 minutes
Harpenden to London St Pancras: 25 minutes
Luton Airport Parkway to London: 24 minutes

By Road
M1 Junction 9: 5 minutes
Harpenden: 15 minutes
St Albans: 20 minutes
Berkhamsted: 20 minutes

Nearest airport
London Luton: 15 minutes

Beechwood Park

Beechwood Park School

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