

# DUNEDIN SCHOOL

*Delivers unique education to individuals*

## **Teacher of Computing Science (Part Time 0.4 FTE)**

**Permanent (subject to a probationary period)**

**Annual Salary: £40,243 pro rata**

**Expected Start Date: Week Commencing 8 January 2024**

### **Job Description**

**The Role:**

**Would you like to work at an extraordinary school?**

- **Only ever a maximum of 21 pupils, no bells and no uniforms**
- **A flexible and understanding place to work, where young people's lives can be turned around**
- **A school with no headteacher, which is managed by all the staff as a team**

Dunedin School is seeking an enthusiastic, empathetic and versatile Computing Science teacher with an experienced understanding of the difficulties young people often face in their learning journeys. You need to be willing to be an active member of our small team, with the common aim of enhancing teaching and learning for our young people, and encouraging them to fulfil their potential. We are looking for an individual who can teach Computing Science to National Qualification level, but, just as importantly, who can deliver computing as an essential life skill, and who will have other skills and interests that will enrich our young people's school experience.

There is an opportunity to also take on technical support for the School's IT systems which offers additional remunerated hours. Training would be given if required.

### **About the School**

Dunedin is a small, 'second chance' secondary school located in south Edinburgh. It provides exceptional learning services for up to 21 young people for whom mainstream education is not appropriate, or who need time out from mainstream education as a result of medical concerns, additional support needs or personal, social and emotional difficulties. Our prime concern is to care for each young person by providing structured, yet flexible, learning opportunities in a safe, supportive and nurturing environment which allows them to re-engage in education and fulfil their potential.

Our school environment is warm and relatively informal; we aim to remove barriers in order to help our young people regain a love of learning. We focus on the whole child, not just their academic potential.

All staff are involved in organising extra-curricular activities to enrich our pupils' experience e.g. sport, trips, art, music. Many members of staff take on the role of guidance tutor which leads to close working relationships with pupils and their families, as well as the outside agencies who support them.

We are proud of our flat management structure. Teaching staff are not only responsible for their own department, but gradually become involved in the full running of the school, as part of a highly supportive team. The experience and ideas of all staff are valued, and all staff have an opportunity to make a real difference to the pupils, and the future direction of the school. It also provides opportunities for staff to gain a range of professional skills in addition to their subject area.

All teachers work part-time with hours to reflect the needs of the current pupil cohort.

A contributory pension scheme and death in service benefit are available after the end of the probationary period.

Candidates should be registered with the General Teaching Council for Scotland.

All appointments are subject to receipt of a satisfactory PVG Scheme Record or Scheme Record Update from Disclosure Scotland.

### **Responsibilities of the Computing Science Teacher**

All teachers at Dunedin should create a welcoming and supportive environment in which pupils feel comfortable, and where they are able to access the support they need to re-engage with, and make progress in, their learning.

The specific responsibilities of the **ICT** teacher include the following:

- Develop positive relationships with pupils, giving consideration to individual needs
- Be sensitive to the impact of pupils' previous experiences in your subject
- Assess pupils' learning needs with sensitivity, and plan and deliver an appropriate curriculum and individualised support
- Give consideration to any attendance issues and be flexible and willing to work around these
- Be flexible in approaches to learning and teaching, and be willing to adapt teaching plans
- Recognise that the social and emotional development of our pupils is of primary importance
- Lead and manage the subject department
- Support pupils to achieve National Qualifications and Units, where appropriate
- Track and monitor pupil progress and deliver the BGE curriculum
- Write formal reports for parents on two occasions in the year and attend two parents' evenings each year
- Attend professional learning opportunities to keep up to date with current and emerging practice and teaching methodologies
- Work in partnership with staff, particularly with teachers responsible for Literacy, Numeracy and Health and Wellbeing, to support pupils to make progress in other curricular areas
- Act in an advisory role to other teachers, sharing good practice and cascading information when appropriate
- Liaise with other professionals and, where appropriate, write reports and attend associated meetings

# DUNEDIN SCHOOL

*Delivers unique education to individuals*

## **Responsibilities to Dunedin School**

Over and above work in their departments, all staff have a responsibility to ensure there is a consistency of approach across the school, which gives pupils a sense of security.

To this end, each member of staff also has a responsibility to ensure the smooth running of the school. Additional responsibilities for all include:

- Providing emotional as well as curricular support to all pupils
- Having an understanding of whole-school, local authority and national priorities
- Participating in day-to-day decision-making and the longer-term management of the school through discussion and attendance at regular staff meetings
- Participating in whole-school evaluation and school improvement planning
- Participating in self-evaluation through the school's Professional Review and Development process
- Developing and implementing a department improvement plan
- Maintaining a department handbook
- Undertaking appropriate and relevant professional development to support learning and teaching
- Participating in whole-school and interdisciplinary learning events, and in trips out of school
- Working flexibly as part of a team to support the aims of the school