

JOB DESCRIPTION

Online Computer Science and Digital Arts Teacher

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| Reporting to: | Deputy Headteacher |
| Starting Salary: | £42,319 - £46,328 per annum (TCES Salary Band 4.01) |
| Location: | Remote (With agreed scheduled travel for training) |
| Contract: | Permanent, Term time only |

Job Purpose

The TCES National Online School (NOS) delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

This teacher will lead on the delivery of computer science and digital arts teaching & learning, with timetabled lessons taught virtually to small classes of remote pupils. They prepare, differentiate, and deliver their subject's curriculum for small classes of pupils, who are grouped dependent on needs, abilities and/or age. Teachers also provide more bespoke tuition for pupils as required, including supporting the access of online qualifications and accreditations in their subject. This role will also role model and guide in the continued fostering of a supportive virtual learning environment, providing their expertise to other teachers on creating inclusive, engaging and accessible virtual learning.

Main duties and responsibilities

Curriculum development and delivery

Deliver virtual lessons that are pupil-focused and creative, with defined outcomes that link with each individual pupils' Education, Health and Care Plan, and related 6-week therapeutic learning plans.

Collaborate with other teaching and clinical staff across the organisation to develop and implement the computer science and digital arts curriculum, ensuring that it incorporates Inclusive Therapeutic Education principles and strategies.

Differentiate the National Curriculum, schemes of work and lesson plans to meet the individual needs of each pupil and class group.

Utilise various digital tools and platforms to deliver interactive and accessible learning resources and content.

Adapt teaching materials to accommodate differentiated learning styles and abilities, ensuring inclusivity and accessibility.

Provide opportunities for pupils to experience/understand their learning in a range of contexts through the virtual learning environment and physically at home.

Establish and maintain a positive and inclusive online classroom environment, implementing strategies to manage behaviour effectively and ensure a safe and engaging learning space.

Help maintain the quality and standards of educational provision and TCES Five Part curriculum in a remote and virtual learning environment.

Pupil progress

Assess and monitor pupil progress through arrange of formative and summative evaluations, collaborating with multi-disciplinary colleagues to ensure sustainable progress and determine further support, actions or interventions based on pupil needs.

Provide constructive feedback to pupils, parents/guardians and NOS staff in a timely manner.

Follow NOS policies on assessment, ensuring data collection and reporting is completed to deadlines, whilst proactively collaborating with specialist teams across the TCES Group to ensure pupils' needs are appropriately supported.

Provide regular reports, including formal half-termly written reports, to the SLT on pupil progress, academically, socially and emotionally.

Create an engaging and inviting virtual learning environment, where every pupil is able to be comfortable to take risks.

Reinforce behaviour management in a positive manner, drawing on therapeutic resources outlined in individual pupil documentation.

Support pupils that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

Actively plan for rapid improvement in literacy and numeracy skills of all pupils.

Digital development and expertise

Liaise with NOS staff, providing advice, guidance and signpost to digital tools and resources, supporting them to best support their pupils online.

Promote digital citizenship and responsible use of technology among pupils.

Collaborate with senior leaders to boost staff confidence in the use of technology to deliver teaching and learning opportunities.

Keep up-to-date with the latest developments in computer science, digital arts and online education and SEND practices.

Work with the IT department to trial and suggest digital tools and applications to support with the online learning environment, including opening up opportunities for innovative delivery.

Professional responsibilities

Support the delivery of the TCES LIFE curriculum (Leadership, Independence, Future Options & Employability, Empowerment) by providing opportunities in learning for pupils to use their developing skills or provide context related to your subject.

Facilitate and encourage opportunities for pupils to develop a sense of responsibility and independence.

Attend and take part in meetings, training and other group events as required, both virtually and on occasion in person (when scheduled in advance).

Maintain good personal and professional boundaries always, including respecting and maintaining the confidentiality of all service users and others, as set out in the TCES Code of Conduct.

Ensure that every pupil & parent/carers is helped to understand the TCES Complaints Procedures and their right to remain free from harm.

Advocate for each young person, holding responsibility for recording and satisfactorily addressing and passing on any complaints as per the TCES Complaints Procedure, or Safeguarding disclosure or concern.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc

PERSON SPECIFICATION

Education and qualifications

Higher Education qualifications in Computer Science, Digital Arts or a related field (e.g. BSc in Computer Science).

Qualified Teacher (holds QTS or QTLS).

Evidence of ongoing professional development in education.

Knowledge and experience

Experience of supporting neurodiverse children and an understanding of potential implications for communication, learning and behaviour patterns.

Proven experience teaching computer science and/or digital arts, preferably in an online setting.

Working knowledge of National Curriculum, KS requirements and Code of Practice for SEND, Safeguarding & Child Protection procedures.

Experience and familiarity with online teaching platforms and educational digital tools.

Recent proven experience as an outstanding teacher, with demonstrable achievement in improving learning outcomes.

Experience in peripatetic work, virtual schools, portage education or home tutoring (D).

Skills and ability

Be able to offer a calm response to neurodiverse young people and always use de-escalation strategies to support emotional regulation.

Skilled in the use of programming languages (e.g. Python, Java) and digital art software (e.g. Adobe Creative suite).

Prioritise workload effectively; organised with attention to detail.

Develop bespoke and engaging online learning environments to meet individual pupils' needs and learning styles.

Proficient IT skills, with the ability to integrate technology into teaching practices, enhancing learning outcomes.

Effective communication skills and the ability to adapt to a range of audiences.

Write and keep effective records and reports, including planning documents.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

(D) – desirable; **February 2026**