Oak Wood School

Teacher of Computer Science

Information 2025-2026

Thank you for taking the time to look at this job opportunity at Oak Wood School.

The Computer Science Department sits at the heart of the school and benefits from excellent accommodation and resources.

All students study a Computing course at Key Stage 3 and both Computer Science and Information Technology are popular and growing subjects at both GCSE and A level. The high uptake alongside extra-curricular opportunities and a fully differentiated curriculum makes the department an exciting place to work.

If you are an ECT you will benefit from a comprehensive induction programme not only within the school but also within the department. The school and the department are a fantastic place to develop your teaching skills.

Relationships across the school between parents, students and staff are warm and positive which makes Oak Wood School an environment that is a pleasure to work in and develop your career at.

We have a caring, respectful and supportive core ethos ‘We Dream, We Learn, We Grow’ that propels us to constantly advocate that students at Oak Wood School are not limited in their choices. ‘We Dream, We Learn, We Grow’ also underpins how we develop our staff with our extensive professional development and well-being programmes.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

I look forward to receiving your application.

Daniel Cowling
Headteacher

Job Description

Teacher of Computer Science

Purpose:	To effectively teach the subject throughout the school, specific responsibilities dependent upon ability and experience
Reporting to:	Head of Computer Science
Liaising with:	Headteacher/Senior Leadership Team, Teaching & Support staff, students, parents, external partners
Salary/Grade:	Unqualified if appropriate, Main Pay Scale, or dependent on experience Upper Pay Range.
KEY AREAS OF RESPONSIBLITY/SCOPE	
Teaching and Learning	• To plan and deliver effective lessons • To participate in the development of new teaching and learning strategies • To contribute to the development and organisation of resources • To keep accurate records of student assessment and progression as part of our student tracking process • To attend meetings of the department or those relating to a particular course • To take part in other activities commensurate with the post • To keep accurate records of attendance • To be a form tutor and undertake pastoral duties
All staff	• To take part in the school's staff development programme & attend relevant training • To attend meetings as required • Support the aims, policies & ethos of the school • Set a good example in terms of dress, punctuality and attendance • To play a full part in the life of the school community • To comply with the school's Health and Safety Policy • Comply with school's safeguarding procedures
Other Duties	
• To play a full part in the life of the school community, to support its mission and ethos • To be courteous to colleagues and be welcoming to visitors • To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate • To undertake any professional duties, reasonably delegated by the Headteacher • To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above	

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified.

Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.

The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

Person Specification
Teacher Computer Science

It is essential that your application includes evidence of your experience against the requirements of the person specification and the interview process will be designed with a view to assessing this evidence.

Qualifications • Degree and teaching qualifications (QTS) • Good use of ICT for both administrative reasons and to support learning • Ability to use data to track student achievement and to identify interventions needed
Experience • Experience of working in an urban school • Experience of teaching all abilities and learners with different needs in a multi-ethnic school • Experience of teaching students with SEND or EAL • Experience of leading enrichment activities in subject area
Professional Knowledge and Understanding • An enthusiasm for the teaching of subject and the contribution of that subject to a broad and balanced curriculum • An understanding of how pupils learn and progress in their knowledge, understanding and skills in the subject area • The ability to deliver lessons which provide both access and challenge for all students • Systematic in the planning of schemes of work and lessons • Can plan lessons that engage and motivate pupils including planning for learning outside the classroom • Professional commitment to pupil progress • Willingness to act as a form tutor
Reliability • Good attendance and reliability • Professional dress • Good timekeeping
Quality of relationships • An ability to work collaboratively with members of a team • Excellent teacher pupil relationships • Ability to display fairness and respect for pupils and colleagues • Excellent class management with an understanding of how to build a classroom climate in which students feel safe to take risks and learn
Personal Characteristics • Capacity to work very hard under pressure • Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient • Resourceful • Resilient • Determined • Sense of humour

Computer Science
Curriculum Intent

We believe that our pupils should follow a computing curriculum that prepares them for life in the modern world. Good quality IT skills will enable pupils to engage positively within the modern digital environment. While Computer Science skills enables pupils to take an active part in the design, development and creation of new technologies that will help to enrich the way we live, work and socialise. The core to this subject is the understanding of how Information Technology works, can be developed and utilised.

Computing is aligned to the whole school curriculum principles of:

- High aspirations of all pupils so all make progress
- Actively supporting the ongoing development of reading, writing and numeracy
- Supporting and stretching all pupils on their learning journey
- Ensuring pupils are able to apply knowledge, understanding and skills successfully.

The Computing curriculum will give our pupils the opportunity to:

- Plan and develop software using the project life cycle.
- Understand the components that make up digital systems and how they communicate with one another
- Analyse problems in computational terms through practical problem-solving experience
- Use a range of software design techniques such as databases, spreadsheets, image manipulation and presentations
- Develop IT skills such as analysis, evaluation and terminology across each topic, logic and reasoning skills are developed in programming, planning, drafting and editing throughout IT, and presentations skills
- The knowledge acquired then allows pupils to develop their analytical and critical thinking skills through assessments as well as programming skills.

Computer Science

Curriculum Map: Computer Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Using Computer Safely, Ethically and Responsibly (UCSER) <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Computer Hardware <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Excel <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Graphics <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Databases <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Programming with Scratch (Last 2 lessons links into python) <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test
Year 8	Beginners Computer Science <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Extended Databases <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Binary and Logic <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	HTML <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Artificial Intelligence <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Learner Level Python <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test
Year 9	KS3 Computer Science	KS3 Data Project	Cyber Security	Basic Python	Networks	Python Next Steps

	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test
Year 10 - CS	Systems Architecture - unit 1 Python practical Programming <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Logic and language – unit 8 Python practical Programming <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Algorithms – Unit 6 Python practical Programming <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Programming – unit 7 Python practical Programming <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Networks - unit 3 Python practical Programming <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Network security/systems software – unit 4 Impacts of Digital Technology – Unit 5 <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test
Year 11 - CS	Data Representation – Unit 2 <u>Assessment</u> Do Now	Python practical Programming Project <u>Assessment</u> Do Now	Exam Prep and Revision Units 1-4	Exam Prep and Revision Units 5-8	Exam Prep and Revision <u>Assessment</u> Do Now	

	"How do I involve all students in questioning" cluster Exit Ticket End of Unit test	"How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	<u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	"How do I involve all students in questioning" cluster Exit Ticket End of Unit test	
Year 12 - CS	**Class 1** Components of a computer – Unit 1 **Class 2** Beginner Python Programming <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Exchanging data – Unit 4 **Class 1** Systems Software – Unit 2 **Class 2** Advanced Python Programming **Comp 3 – Proposal and Analysis** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Networks and Web technologies – Unit 5 **Class 2** Data Structures – Unit 7 <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Data Types – Unit 6 **Class 2** Computational Thinking – Unit 10 **Comp 3 – Design** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Boolean Algebra – Unit 8 **Class 2** Software Development – Unit 3 Systems analysis <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Legal, Moral, Ethical and Cultural Issues – Unit 9 **Class 2** Algorithms – Unit 12 **Comp 3 – Development** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test

Year 13 CS	**Class 1** Components of a computer – Unit 1 – A2 & Review Legal, Moral, Ethical and Cultural Issues – Unit 9 – A2 (Independent study) Systems Software – Unit 2 - A2 **Class 2** Algorithms – Unit 12 - A2 Programming Techniques – Unit 11 <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Exchanging data – Unit 4 - A2 Networks and Web technologies – Unit 5 - A2 **Class 2** Computational Thinking – Unit 10 – A2 **Comp 3 - Evaluation** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Data Types – Unit 6 - A2 Boolean Algebra – Unit 8 - A2 **Class 2** Software Development – Unit 3 - A2 **Comp 3 – Submission** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Class 1** Legal, Moral, Ethical and Cultural Issues – Unit 9 - A2 **Class 2** Data Structures – Unit 7 - A2 Exam preparation and revision tests <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Exam preparation and revision tests <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	

Curriculum Map: Creative iMedia Last sitting (I.T. Option for Y10 - DIT)

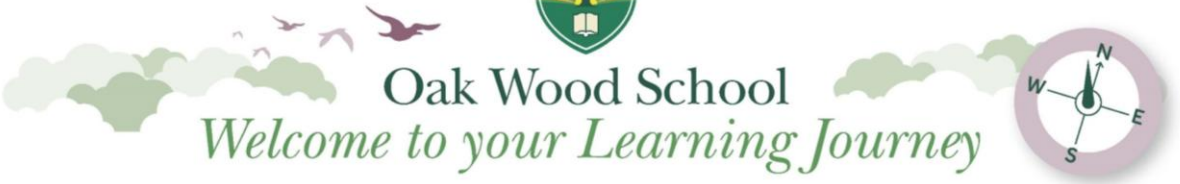
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 DIT	Component 3: Effective Digital Working Practices – A - Modern technologies C2- Database <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Component 3: Effective Digital Working Practices - B - Cyber security C2 – Database <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Component 3: Effective Digital Working Practices - C - The wider implications of digital systems C2- Database <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Component 3: Effective Digital Working Practices - D - Planning and communication in digital systems C2- Database <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Comp 2: Collecting, Presenting and Interpreting Data – Project C1 - Exploring User Interface Design Principles and Project Planning Techniques <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	C1 - Exploring User Interface Design Principles and Project Planning Techniques <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test
Year 11 IM	**Review Visual Identity Topic** R094 - Content recap R094 - Visual Identity - NEA 12 Hour Project 2 (Resit)	**Review Interactive digital media Topic** R097 - Content Recap R097 - Interactive Digital Media - NEA	**Exam Prep** R093 - iMedia in industry - Pack A – R094 Developing VI - Pack A <u>Assessment</u> Do Now	**Exam Prep** R093 - Pre-Production - Pack B R093 - Legal Pack C <u>Assessment</u> Do Now	**R093 – iMedia in Industry** Exam <u>Assessment</u> Do Now "How do I involve all	

	Assessment Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	12 Hour Project 2 (Resit) Assessment Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	"How do I involve all students in questioning" cluster Exit Ticket End of Unit test	"How do I involve all students in questioning" cluster Exit Ticket End of Unit test	students in questioning" cluster Exit Ticket End of Unit test	
Year 12 IT AAQ	**Unit 1** IT Systems: **A.** Explore the concepts and implications **Class 3** Unit 4: Relational Database Development Assessment Do Now "How do I involve all students in questioning" cluster	**Unit 1** IT Systems: **B. Transmitting data** **E. Impact of IT systems** **Class 3** Unit 4: Relational Database Development Assessment Do Now "How do I involve all students in questioning" cluster	**Unit 1** IT Systems: **C. Operating online** **Class 3** **Unit 4 – database Project** Assessment Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Unit1** IT Systems: **D. Protecting data and information** **F. Issues** **Unit 3** Practical Web Development: Assessment Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	**Unit 1 - Exam** **Unit 3** Practical Web Development: Assessment Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test	Unit 2: Cyber security incident management **Unit 3: Web development project** Assessment Do Now "How do I involve all students in questioning" cluster Exit Ticket End of Unit test

	Exit Ticket End of Unit test	Exit Ticket End of Unit test		Exit Ticket End of Unit test		
Year 13 IT	**Unit 3** Social Media in Business Social Media <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster	**Unit 6** Practical Web Development: <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster	**Unit 3** Social Media in Business Social Media Unit 2 Retake Unit 1 Retake <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster	**Unit 3 retake** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster	**Unit 6 Retake** <u>Assessment</u> Do Now "How do I involve all students in questioning" cluster	

Oak Wood School

Welcome to your Learning Journey



START A DEGREE LEVEL APPRENTICESHIP

GO TO UNIVERSITY OR COLLEGE TO STUDY FOR A DEGREE

CONTINUE YOUR LIFELONG LOVE OF LEARNING AND PERSONAL DEVELOPMENT

TAKE A GAP YEAR, TRAVEL THE WORLD AND EMBRACE NEW CULTURES

YEAR 13

- Sit end of Y12 exams
- Apply for University through UCAS or alternative post 18 courses
- Refine and perfect your revision techniques
- Attend the Careers Convention
- Sit your final A Level exams
- Secure a part-time job or on-going work experience
- Begin UCAS application work
- Update your CV and write your personal statement
- Revise for and sit Y13 mock exams
- Attend the Y13 Leavers' Prom
- Receive exam results and accept your future pathway offer
- Consider a summer internship and volunteer work to enhance your learning
- Become a member of the Oak Wood Alumni

YEAR 12

- Participate in National Careers and Apprenticeship week
- Visit a range of Universities and colleges
- Take up work experience placement
- Become a mentor for a Key Stage 3 pupil
- Complete a careers questionnaire
- Support school charity events
- Support the school's Open Day
- Help in Key Stage 3 lessons to support learning
- Become a Sixth Form Mentor and subject ambassador
- Attend Y11 Leavers' Assembly
- Attend Oak Wood School Sixth Form taster day
- Develop your wellbeing and relaxation techniques ready for the exam period
- Apply to Oak Wood School Sixth Form
- Sign up for the NCS Challenge
- Sit your final GCSE exams
- Have an independent and impartial careers interview

YEAR 11

- Apply to become a Prefect
- Careers advice
- Develop an effective revision calendar and put it to use
- Revise for and sit your Y11 mock exams
- Write a CV and attend a mock interview with a local employer
- Jack Petchey 'Speak Out' Challenge
- Complete summer study work
- Revise for and sit Mock GCSE's
- Attend Careers Evening and consider subjects at Option Evening for GCSEs

YEAR 10

- Regular intervention and support
- Embed excellent study habits and get ahead with revision
- Begin to investigate Sixth Form options and opportunities
- Discuss your GCSE Options with your Form Tutor
- Visit a University and become inspired and informed
- Seek out opportunities for acts of kindness
- Borough Sports competitions
- Volunteer as a guide or represent a department at open day

YEAR 9

- Develop good independent study habits
- *'Team Up'* intervention and support
- Re-ignite your passion for cross-curricular activities

YEAR 8

- STEM Workshops
- Experience formal assessment and learn how to revise
- Junior Maths Challenge and extra-curricular opportunities
- CAT assessments
- Be introduced to Oak Wood School 'Promises' and 'Beacons'
- Start enjoying a range of school trips and activities
- Participate in 'Drop Everything and Read'
- Actively seek out OWS Rewards
- Ensure your attendance is above 97%
- Join our Gardening Club
- Develop skills for life and learning through PSHE
- *'Place2Be'* support available to all
- Join the School Council and represent your House
- Volunteer to help others

YEAR 7

- Forge and develop new friendships that will last a lifetime
- Attend Transition Evening
- Be introduced to our Safeguarding Team

PRIMARY SCHOOL

- Discover the joy of reading
- Visit Oak Wood School and look at our website for information about our school
- Develop a lifelong love of learning
- Apply for a place at Oak Wood School
- Build a solid foundation in education
- Sit SATs in Year 6
- Year 7 information sent home
- Attend Welcome Day
- Oak Wood School Transition Programme: Visit the school and meet your new Form Tutor

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Oak Wood School

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Applicant Information

Thank you for your interest in our school.

Candidates are requested to complete the Application Form (in two parts) downloadable from the Oak Wood School Website: www.oakwoodschool.uk and send it by email, with a letter of application, outlining how your skills and experience will have prepared you for the role and how you would contribute to Oak Wood School's future success, addressed to Daniel Cowling, Headteacher via email: HR@oakwoodschool.uk.

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Hillingdon
Middlesex
UB10 9HT

Telephone: 01895 237350

www.oakwoodschool.uk
Email: HR@oakwoodschool.uk

Oak Wood School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
Oak Wood School is an Equal Opportunities Employer.