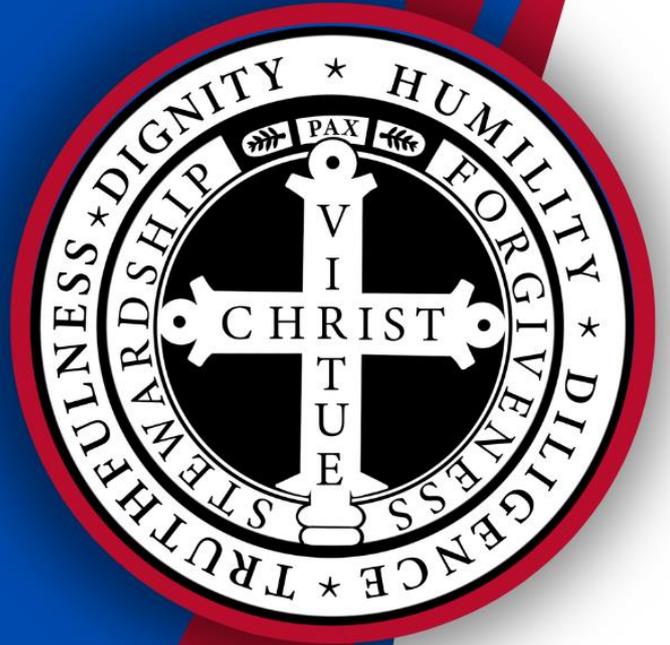


Through love of Christ, delight in Virtue



Teacher of Computer Science

Required for September 2026



ST BENEDICT'S CATHOLIC HIGH SCHOOL CONTEXT & EDUCATIONAL VISION

St Benedict's Catholic High School is an 11-19 school, with a current roll of 992 students and a well-established Sixth Form (West Cumbria Catholic Sixth Form), incorporating post-16 students from St Benedict's School, St Joseph's School in Workington, and also schools in the surrounding area. At present, 92 students study in the Sixth Form. The school's last Ofsted inspection took place in June 2025. This was an ungraded inspection, carried out under section 8 of the Education Act 2005. The outcome was that the school has taken effective action to maintain the standards identified at the previous inspection in December 2019 when it maintained its good with outstanding features judgement. The school was inspected under Section 48 in 2024 and the school received a good with outstanding features judgement in this inspection too. The school serves a wide catchment area in West Cumbria. It is a true comprehensive school with students of all abilities and diverse backgrounds. The school is inclusive, recognises its faith mission, but welcomes all. The school moved to a brand new £33m purpose-built Campus with state-of-the-art facilities in January 2019.

Location

The Georgian port of Whitehaven is situated on the Irish Sea coast a few miles away from the western boundary of the Lake District National Park. The school is in the Hensingham area of Whitehaven which has a population of approximately 25,500. Local housing in the town and the attractive surrounding countryside is generally affordable. The school serves an economically deprived area but nearly all students who join the school in Year 7 remain with us until at least Year 11 and often into the Sixth Form. The vast majority of, and typically all, students leave for higher or further education, apprenticeships or employment.

Ethos

As a Catholic school we have a strong sense of faith and seek to nurture the God-given gifts in both our staff and our students. We encourage a sense of self-awareness, self-worth, and self-fulfilment, so that our students have every opportunity to flourish spiritually and become well-rounded and highly employable individuals ready to take their place in society as tomorrow's role models. Our Benedictine virtues are central to everything we do. We aim for our students to show dignity, humility, diligence, truthfulness, stewardship and forgiveness.

School and the Community

St Benedict's School regards itself as a learning community and understands the importance of its place in Whitehaven and the surrounding area. Although an economically deprived area, the town has a number of major nuclear related industries. The Sellafield Nuclear Plant is located approximately 8 miles from the school. Post-16 courses are academic and the emphasis in the Sixth Form is on high academic provision and achievement. The school is aware of its setting, which is adjacent to the Lake District National Park and world-class nuclear technologies. There are good relationships with a number of large and medium-sized industry and business providers. The school seeks to specialise in academic provision recognising the highly technological context it finds itself in.

What We Want for Our Students as part of the Campus Whitehaven

In a word – excellence.

A set of the widest possible curriculum experiences, which result in students leaving the school eminently employable, responsible and civic young people, who are confident and aspirational individuals. We want to create a set of experiences that recognise that our students are 21st century learners. We want to place strong emphasis on creating tomorrow's workforce by helping to supply academically able young people ready to take up a wide variety of employment opportunities.

Our learners need to develop problem-solving abilities, flexibility, the ability to access, select and analyse information from appropriate sources, write accurately, be numerate, be able to present and communicate effectively. They should demonstrate independence of thought, the ability to assess risk and make well-informed decisions, co-operate as part of a team, be adventurous, and have a sense of responsibility and self-discipline. They should be prepared to challenge stereotyping and negative thinkers, be critical thinkers in a range of contexts, able to demonstrate initiative, and ethical decision-making processes, and to have high levels of technological literacy.

ACADEMIC ORGANISATION

Key Stage 3

Currently we have a seven or eight form entry and students are divided into two parallel bands of equal ability. In Year 7, students are initially taught in mixed ability classes for all subjects. As students progress through key stage 3 they will be placed in sets according to their ability, attainment and progress for some subjects and remain in mixed ability classes for the others. These sets are reviewed regularly and changes made as appropriate.

Within each band students have lessons in:

English	Mathematics	Science	Religious Education
Art and Design	Computer Science	French or Spanish	History
Geography	Music	Physical Education	Personal Development
Technology (including Food Technology and Design Technology)			

In Year 9 Performing Arts, is also offered.

Key Stage 4

At Key Stage 4, the vast majority of students follow one of two pathways. A small group of students follow courses at Level 1 or below if appropriate for them.

All students are able to take the full suite of EBacc qualifications including a choice of humanity subject and a choice of language. We also offer the three separate sciences. To make this possible it becomes one of their option choices.

Key Stage 5

At the end of Year 11 students are encouraged to stay on into the West Cumbria Catholic Sixth Form which is part of St Benedict's High School.

The courses offered in the Sixth Form are:

Art, Craft and Design	German
Biology	Geography
Business	Government & Politics
Chemistry	Health & Social Care Applied
Computer Science	History
Core Mathematics	IT
Design Technology (Product Design)	Maths
English Language	Performing Arts
English Literature	Philosophy & Ethics
EPQ	Physics
French	Sociology
Further Maths	Sport (BTEC)

APPOINTMENT OF FULL TIME TEACHER OF COMPUTER SCIENCE

Required for 1st September 2026 (permanent contract)

We are seeking to appoint an enthusiastic, inspirational and talented teacher to join our experienced team of specialist colleagues within the Computer Science and Business Department. We want a person who is passionate about teaching and learning in their specialist field, who is willing to take part in developing the vision, commitment and has the determination to raise standards across all levels and abilities.

CLASSROOM TEACHER JOB DESCRIPTION

Position Title:	Classroom Teacher		
Reports to:	Subject Leader	Cost Centre:	
Department:		Job Code:	
Location:	St Benedict's Catholic High School	Grade:	

1. JOB PURPOSE:

To carry out the functions of a teacher at St Benedict's Catholic High School in accordance with the School's Catholic Ethos, and the stated aims and objectives of the school and department/s.

To plan and deliver high quality learning opportunities, effective use of resources and to improve progress and standards of achievement for all students in your classes.

2. ACCOUNTABILITIES:

Professional attributes:

- having high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and establishing fair, respectful, trusting, supportive and constructive relationships with them;
- holding positive values and attitudes and adopting high standards of behaviour in your professional role which models to our students the standards we aspire to;
- maintaining an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contributing to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity;
- having a commitment to collaboration and co-operative working where appropriate.

Teaching:

In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in the class or group assigned:



- knowing and understanding the relevant statutory and non-statutory curricula and National Frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach;
- planning and teaching challenging, well-organised lessons and sequences of lessons across the age and ability range they teach;
- using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and takes practical account of diversity and promoting equality and inclusion;
- building on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
- developing concepts and processes which enable learners to apply new knowledge, understanding and skills;
- adapting your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- managing the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners;
- knowing how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities;
- planning, setting and assessing homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning;
- using assessment as part of your teaching to diagnose learners' needs, setting realistic and challenging targets for improvement and planning future teaching;
- reviewing the impact of feedback provided to learners and guiding learners on how to improve their attainment;
- recording and reporting on the development, progress and attainment of pupils.

Other activities:

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned;
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions;
- making records of and reports on the personal and social needs of pupils;
- making effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment;
- communicating effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- communicating and co-operating with external support agencies as necessary;
- participating in meetings and other activities, both within and out of school, which provide appropriate opportunities for the sharing of good practice and other forms of professional development eg departmental, year, staff and external subject meetings.

Assessments and reports:

- providing or contributing to oral and written assessments, reports, IEPs and references relating to individual pupils and groups of pupils, in order to provide learners and other interested parties with accurate and constructive feedback on their strengths, attainment, progress and areas for development, including action plans for improvement.



Appraisal, review, induction, further training and development:

- evaluating your performance and being committed to improving your practice through appropriate professional development, participating in the school's performance management system and its arrangements both as performance manager when required and as an appraisee and maintaining a professional portfolio of evidence to support the performance management process;
- acting upon advice and feedback and being open to coaching and mentoring;
- participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in appraisal objectives or in appraisal statements;
- having a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified;
- in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for supervision and training.
- Working with teachers and associate staff on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, health and safety:

- establishing a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school;
- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- using a range of behaviour management techniques and strategies which support and follow the school's behaviour procedures;
- understanding the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people;
- being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions and to co-operate with your employer on all issues to do with Health, Safety and Welfare;
- knowing the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Staff meetings:

- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Cover:

According to the School Teachers Pay and Conditions Document 2010:

- 'Teachers may only rarely cover for absent colleagues, in circumstances which are not foreseeable' and 'in line with the schools 'Rare Cover Policy''.

Public examinations:

- participating in arrangements for preparing pupils for public examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments;
- knowing the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.



Administration:

- attending assemblies, registering the attendance of pupils and supervising pupils, fulfilling the requirements of the weekly duty rota, whether these duties are to be performed before, during or after school sessions;
- a teacher should not routinely undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

Working time:

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if his employer so directs, by the head teacher.
- Such a teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he is required to be available for work.
- Time spent in travelling to or from the place of work shall not count against the 1265 hours.
- Such a teacher shall not be required under their contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00 pm.
- Such a teacher shall work such reasonable additional hours as may be needed to enable him to discharge effectively his professional duties. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

Guaranteed planning and preparation time:

- A teacher shall be allowed as part of the 1265 hours reasonable periods of time ("PPA time") to enable him to carry out his duties.
- PPA time shall amount to not less than 10% of the teacher's time-tabled teaching time (and for this purpose "time-tabled teaching time" means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher in the school time-table to teach pupils).
- Such a teacher shall not normally be required to carry out any other duties, including the provision of cover, during PPA time.
- This also applies to a classroom teacher who is employed on a part-time basis with the substitution for the reference to 1265 hours of a reference to that number which as a proportion of 1265 hours equates to the proportion of the school week that the teacher is normally employed.

NOTES

- The above areas of responsibility may be amended or added to at the discretion of the Headteacher, after consultation with the post-holder, and in the light of future developments in the school. This job description will be reviewed annually and is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment and Catholic Education Service Contract of Employment.
- These job descriptions allocate duties and responsibilities but do not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must have continual regard to the appropriate clauses of Teacher's Conditions of Employment.



QUALIFICATIONS, SKILLS & EXPERIENCE:

Qualifications and Professional Development	<p>Essential</p> <ul style="list-style-type: none">• Graduate• Qualified teacher status <p>Desirable</p> <ul style="list-style-type: none">• Higher degree• Membership of a national professional organisation• Practising Catholic• CCRS certificate
Knowledge, Skills and Competences	<p>Essential</p> <ul style="list-style-type: none">• Excellent teacher of students across a range of abilities at key stages 3 and 4.• Understanding of a well sequenced curriculum across the National curriculum• Ability to use assessment strategies to check for understanding• In-depth knowledge of recent developments in teaching and learning• Strong ability to manage students from all backgrounds• Excellent communication and presentation skills, both written and oral• Understanding of whole school approaches to behaviour management <p>Desirable</p> <ul style="list-style-type: none">• Excellent teacher of students across a range of abilities at key stage 5
Experience	<p>Essential</p> <ul style="list-style-type: none">• Experience of Key Stage 3 and 4 <p>Desirable</p> <ul style="list-style-type: none">• Experience of Key Stage 5.

ABOUT THE COMPUTER SCIENCE AND BUSINESS STUDIES DEPARTMENT

The vision: *'To investigate, experiment and discover a world of possibilities.'* A vision which tries to encompass a belief that the departmental aim is to encourage students to become creative problem solvers. In order to do this the department tries to encourage independence and perseverance in our students to enable them to tackle a wide range of problems.

The department comprises of a small, hardworking team of staff. There are currently three full-time teachers (one for Business and two for Computer Science) supported by two part-time teachers. Currently, all full time staff teach across the age ranges and teach their specialist subject, whether it be Business Studies or Computer Science. At present, the two Computing specialist members of staff teach the majority of the computer science curriculum, with some lessons taught by two other members of the team. One member of the department currently teaches the entire business studies curriculum, which is offered at Key Stage 4 and 5.

The department is well equipped with resources. Classrooms are based in the same area of the school and have access to four dedicated computing suites. Each classroom has 30 computers, all equipped with wide screen monitors, i5 processors and solid-state disk drives. Each classroom has a Clevertouch 65-inch interactive touchscreen board. Teachers have iPads, which they use as part of the department's digital curriculum.

Key Stage 3

Students are taught for one 55-minute lesson per week in mix ability classes. Schemes of study are detailed and are aligned with the Teach Computing curriculum.

The department's curriculum is designed to promote awareness of safeguarding themes which are 'peppered' across different topics and year groups. The curriculum teaches students the warning signs and provides signposting advice on where to get help. Staying safe online is embedded into the curriculum too, through specific teaching units in each year group. These topics are interleaved with the whole school e-safety strategy.

Other topics covered in the scheme of work include programming concepts, networking, website design, the partnership between hardware and software, mobile app development, computer graphics, security systems, animation, sound and video and data analysis.

Assessment is based on both summative and formative techniques. Students submit and access their work using the Microsoft Teams platform and/or a digital exercise book. The department has and continues to develop an extensive online curriculum.

Key Stage 4

Computer Science, Creative iMedia; Enterprise and Marketing and Business are optional subjects at Key Stage 4. The curriculum begins in Year 10 and follows a two-year model. Students receive three lessons per week in these subjects.

Computer Science

Students currently study the OCR J277 GCSE in Computer Science. The department reviews the curriculum choice each year to ensure that it is the most suitable programme for the students who have chosen the course. The course is split into 2 parts:

Unit 1 - Theory – Computer Systems

Students will investigate in depth how the hardware components that make a computer system, including the CPU work and explore how it processes Information. They will learn about system architecture, Memory, Storage and System software. They will also investigate the moral, social, legal, cultural and environmental issues surrounding the use of computer systems and how computers connect together using networks, including the Internet.

Unit 2 – Theory – Computational Thinking, Algorithms and Programming

Students will build on the knowledge gained in the first unit. They will investigate and design algorithms and investigate new programming techniques, such as how to produce robust programs. Computational logic, translators and data representation will also be covered in this unit.

Assessment:

There are 2 units in the GCSE Computer Science course: -

Unit 1/Component 1 - Computer Systems theory - assessed by a 1 hour 30 minute examination worth 50% of the overall mark.

Unit 2/Component 2 – Computational Thinking, Algorithms and Programming theory - assessed by a 1 hour 30 minute examination worth 50% of the overall mark.

Creative iMedia

The Cambridge National in Creative iMedia is a L1/L2 course which is the equivalent level of GCSE. Creative iMedia will encourage students to:

- understand and apply the concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation, publishing and distribution considerations
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the media industry and more widely
- design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

The course is split into 3 parts - One externally assessed unit (exam) and two centre-assessed units (NEA).

Unit 1 - Creative iMedia in the media industry (Exam) - In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry; Factors influencing product design; Pre-production planning and Distribution considerations

Unit 2 – Visual identity and digital graphics (NEA set assignment) - In this unit students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Developing visual identity; Planning digital graphics for products; Creating visual identity and digital graphics

Unit 3 – NEA set assignment based on **One** of the following units to be decided by the teaching staff: **Characters and comics** or **Animation with audio** or **Interactive digital media** or **Visual Imaging** or **Digital games**

Business

Students currently study GCSE Business with the Pearson/Edexcel exam board. The department reviews the curriculum choice each year to ensure that it is the most suitable programme for the students who have chosen the course.

The GCSE Business qualification uses practical and enterprising content to develop students by using real, local, national and international business examples. The content provides opportunities to investigate local, business enterprise examples in Theme 1 through to the international brands they recognise in Theme 2.

Theme 1 - Students will start by exploring the world of small businesses through the eyes of an entrepreneur. How and why do business ideas come about? What makes a successful business? They will learn how to develop an idea, spot an opportunity and turn it into a successful business. They will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. They will look at customer's needs; technology such as e-commerce and social media; market research; how businesses target customers; how they deal with competitors and learn about profit and loss and how to calculate this. They will look at the different types and sizes of businesses; their reasons for location; methods of marketing and advertising; the various stakeholders who influence a business and how the economy and government decisions affects a business.

Theme 2 - Students will move on to investigating how businesses develop and grow beyond the start-up phase. They will learn about operating internationally; business ethics and the environment. They will develop your understanding of business finance and marketing; learn about production, quality and working with suppliers. They will learn about how the human resources (workers) in a business are recruited, trained and kept motivated and the importance of communication.

Assessment:

The course is externally assessed by two examinations. There is **no** coursework or portfolio work.

Theme 1: Investigating small business - Written examination. 1 hour and 45 minutes (50% of the qualification). A mix of multiple choice, calculation, short-answer and extended-writing questions

Theme 2: Building a business - Written examination. 1 hour and 45 minutes (50% of the qualification). A mix of multiple choice, calculation, short-answer and extended-writing questions

Enterprise and Marketing

The Cambridge National in Enterprise and Marketing helps students to develop their practical skills and applied knowledge needed in the business and enterprise sector. Students will put their learning into practice and develop valuable transferable skills including Verbal communication ; Presentation, Research, Problem Solving, Analytical Skills, Digital Presentation Planning and Creative Thinking that can be applied to real-life contexts and work situations. This course is the equivalent to a GCSE.

You will study 3 units of work:

Enterprise and marketing concepts—Exam (1 hour 15 mins) Worth 40% total marks)

This is assessed by an exam. By completing this unit, you will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.

Topics include:

Characteristics, risk and reward for enterprise, Market research to target a specific customer, What makes a product financially viable, Creating a marketing mix to support a product, Factors to consider when starting up and running an enterprise.

Design a business proposal—30% marks

This is assessed by portfolio/coursework based on a set assignment. On completion of this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of your product proposal.

Topics include:

Market research, How to identify a customer profile, Develop a product proposal for a business brief, review whether a business proposal is financially viable, review the likely success of the business proposal.

Market and pitch a business proposal—30% marks

This is assessed by portfolio/coursework based on a set assignment. By completing this unit, you will develop pitching skills to be able to pitch a business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered to make your product appeal to a specific customer profile.

Topics include:

Develop a brand identity to target a specific customer profile, create a promotional campaign for a brand and product, plan and pitch a proposal, review a brand proposal, promotional campaign and professional pitch.

Key Stage 5

Both Computer Science and Business are optional subjects at Key Stage 5. The curriculum begins in Year 12 and follows a two-year model. Students receive five lessons per week in both subjects.

Computer Science/IT

The curriculum is designed to flow smoothly from one key stage to the other and therefore the offer at A-level is currently OCR H446 A-level Computer Science. For September 2026 we are planning on offering students a choice of either the A level Computer Science course or the BTEC L3 National in IT (AAQ). The course delivered will be based on the numbers opting for either subject and consideration of the students to their best fit.

A Level Computer Science from the exam board OCR, aims to build on students' computing skills gained at Key Stage 4. Specifically, it aims to encourage students to develop:

- an understanding of, and ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation;
- the ability to analyse problems in computational terms, through practical experience of solving such problems, including writing programs to do so;
- the capacity for thinking creatively, innovatively, analytically, logically and critically;
- the capacity to see relationships between different aspects of computer science;
- mathematical skills;
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

How will students be assessed?

The course is split into a number of units:

Year 12 and 13 - A-level Level (All units externally assessed at the end of Year 13)

- Unit 1 will be a written examination theory paper and will focus on computing principles - 40%
- Unit 2 will be a written paper that will focus on algorithms and problem solving - 40%
- Unit 3 will be coursework and will focus on developing a programming project - 20%

BTEC L3 National in IT (AAQ) - The course is split into 4 units:

Unit 1: Information Technology Systems – External examination set and marked by Pearson

Information technology (IT) systems have a significant role in the world around us and plays a part in almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit you personally and professionally. You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals.

Unit 2: Cyber Security and Incident Management – External examination set and marked by Pearson

In this unit, you will examine the many types of cyber security attacks, the vulnerabilities in networked systems and the techniques that can be used to defend an organisation's networked systems. You will examine scenarios and explain appropriate protection measures for networked systems. You will also look at the forensic methods used to investigate cyber security incidents and analyse the suitability of those methods for a given scenario.

Unit 3: Website Development – An assignment marked internally and verified by Pearson

In this unit, you will explore how existing websites use the principles of website development to appeal to their intended audience and meet their specific purpose. You will plan, design and develop a website in response to a client brief by applying website development tools, techniques and processes. You will also reflect on the usability, functionality and fitness for purpose of the website using a testing and review process.

Unit 4: Relational Database Development - An assignment marked internally and verified by Pearson

In this unit, you will examine the structure of data and how an efficient data design follows through into an effective, useful database. You will investigate database management systems (DBMS) and apply practical skills in designing and developing a database within a given DBMS.

Business

Students study the BTEC Level 3 National in Business at the Extended Certificate level (equivalent to 1 A Level). The course looks at:

- Business organisations and how they operate
- The environment that businesses operate in such as the UK economy
- Innovation and Enterprise
- Marketing and Promotion
- Personal and Business Finance
- Human Resources

More specifically students will develop skills giving them:

- an understanding of how marketing, research and planning and the marketing mix are used by all organisations;
- a knowledge of a range of business organisations, and the many factors that shape the nature of organisations operating in an increasingly complex business world;
- a knowledge of the range of human, physical, technological and financial resources required in an organisation, and how the management of these resources can impact on business performance;
- an understanding of business and personal finance;
- the ability to determine the importance of the human resources in any organisation.

How will students be assessed?

The course is split into mandatory and optional portfolio units. The mandatory units are:

- Personal and Business Finance - written 2-hour exam.
- Exploring Business - internally assessed portfolio.
- Developing a Marketing Campaign - a task set and marked by the exam board, completed under supervised conditions. Students will be provided with a case study 2 weeks beforehand to research and then have 3 hours to write up the task.

There is one additional unit:

- Recruitment and Selection - internally assessed portfolio.

ST BENEDICT'S SCHOOL 'OFFER'

- Brand-new facilities in teaching areas organised in department clusters
- Modern classrooms – all with 'Clevertouch' screens
- Expert support and CPD for you as a classroom practitioner – our school is committed to supporting you to be an outstanding teacher
- Easy to use data sets
- Peer to peer coaching and mentoring support
- Participation in a Nursery Vouchers scheme to support childcare
- Planned career progression, and CPD support for this
- Regular opportunities to participate in education visits abroad
- Access to CPD opportunities offered by our local Teaching School Alliance
- Unique links with industrial partners – opportunities to experience industrial working practices relevant to your subject area or specific interest
- Funded opportunity to study for a Catholic Teachers' qualification

CONDITIONS

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- These duties may be amended as necessary at the discretion of the Headteacher in light of the future development of the school.

- The successful applicant must be in sympathy with the Catholic ethos of the school. The creation of a truly Christian environment in which the Gospel is lived and experienced by all members of its community, is the central aim of St. Benedict's.
- This post is subject to the conditions of the Catholic Education Service Contract.

This post would be suitable for an Early Careers Teacher as well as an established teacher