Teacher of IT (with the ability to teach computer science)

Rochdale sixth form college

APPLICATION PACK



Ofsted Outstanding Provider

OFFICIALLY OUTSTANDING

ALTUS EDUCATION PARTNERSHIP

Rochdale
sixth form
college

Thank you for your interest in working at Rochdale Sixth Form College. I hope that you will find this pack useful in completing your application.

Rochdale Sixth Form College (RSFC) opened in 2010 to address the significant underachievement in A Level performance in the borough. Since then, it has raised achievement in the area dramatically and is recognised nationally as a centre of excellence. The college is rated Ofsted outstanding and, is consistently ranked as one of the highest performing colleges in the country according to the DfE's performance tables and national achievement rate tables.

The Altus Education Partnership was formed in April 2017. It is a multi-academy trust formed by the governing body of Rochdale Sixth Form College and dedicated to the improvement of education in the borough of Rochdale. The Trust's mission arose from and built upon the successes and values of the sixth form college. In short, our mission is to create a family of academies from early years to 18 that enables students in the borough to progress to an aspirational career, a fulfilling life and to make a positive contribution to society.

To work at RSFC you must aspire to be an outstanding colleague. You must be willing to share and learn. You must be prepared to go the extra mile, be a leader not a follower. Above all else, you must like young people and aspire to make them outstanding citizens.

We wish to appoint someone who will help us to continue to make a positive difference to the lives of young people in the borough. In return we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

I very much look forward to hearing from you.

Yours faithfully

Karl Smith
Principal

Making your application

I hope that when you read this pack you are inspired to apply for the post.

Application

- To apply, please visit our website Welcome to The Rochdale Sixth Form College and apply through My New Term.
- Our website: Our Vacancies - Altus Education Partnership
- Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification.

Deadline

The deadline for the post is **Monday 16 November 2026** (to arrive no later than 12.00 midday).

Interviews are expected to take place week commencing **16 November 2026.**

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Salary

The post will be paid on the Sixth Form Colleges Association Teachers Pay Spine, **points 1-9** currently, **£33,465 to £51,714.**

Start Date

As soon as possible

For an Application Pack

1. Visit **www.rochdalesfc.ac.uk** or www.altusep.com
2. Contact: recruitment@altusep.com

Altus EDUCATION Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

ALTUS
EDUCATION PARTNERSHIP
BRINGING EDUCATION TOGETHER

RSFC Vision, Mission, Values & Beliefs

Our Vision

To provide academic excellence and transform life chances for young people in our community

Our Mission

At RSFC our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high-quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We always aim to build aspiration; to inspire and to motivate our students so they have the opportunity for greater choice in life.

Our Values and Beliefs

As a Sixth Form College and as individuals we value and champion:

Resilience
We prepare our students to face challenges with determination and perseverance. By nurturing resilience, we help them to overcome setbacks, grow in confidence, and develop the strength to achieve their ambitions.

Support
Every individual matters. We offer care, encouragement, and guidance so that students feel valued and understood. Our community is built on strong relationships, where support is central to personal and academic success.

Fairness
We are committed to equity, integrity, and justice in all that we do. Students and staff are treated with respect, honesty, and impartiality, ensuring everyone has the opportunity to thrive.

Compassionate Rigour
We set high expectations and hold students to them with kindness and empathy. Through compassionate rigour, we combine challenge with understanding, ensuring students are stretched to achieve excellence while feeling supported every step of the way.

The Ambition is that by the time students leave RSFC they will:

- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative, and prepared for future growth and learning
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At RSFC we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability
- Above all, staff at RSFC like their students and demonstrate this through their daily conduct and interaction

Background Information

High Academic Standards, High Expectations

Rochdale Sixth Form College has become one of the country's leading Sixth Form Colleges. It promises outstanding learning and teaching, with excellence being important in everything the College does. At RSFC we have simple systems and processes that are executed superbly well – this is important. We have no intention of complicating our organisation. Excellence in the classroom, abundance of powerful support, forensic tracking of student progress, the highest expectations for all students and a positive culture are central to our philosophy. The minute we move away from these beliefs is the minute we take our eye off the ball and that is not what RSFC is about. All students are expected to achieve at least their potential and more. We want to inspire, motivate, and enthuse and want the young people who walk through our doors to develop a positive 'can do' attitude and with it the self-confidence and self-belief that comes from being successful.

Inspiring and Passionate Staff

Having the right values are crucial at RSFC. High expectations and empathy are core principles at RSFC for all staff. Caring for our young people and being compassionate does not mean compromising on academic rigour. We expect staff at all levels to have the expertise and commitment but also to be passionate about young people and love working alongside them. All staff will build self-confidence and self-esteem into students through their daily interactions and have a burning desire to see them achieve their potential. High expectations of students and a total belief in their potential are an absolute must!

IT at RSFC

The RSFC IT department currently delivers the Pearsons RQF BTEC IT qualification and the AQA in A level Computer Science. The cohort for IT is approximately 100 students across year 12 and 13. We have a dedicated suite of modern and well-resourced teaching rooms with state-of-the-art interactive screens in each classroom. Staff within the department have high standards and expectations, which has led to consistently achieving outstanding results, along with a 3-year average Alps grade 3 in IT, which improved to an Alps grade 2 in the summer outcomes of 2026. There are currently 4 members of staff in the department who teach a mixture of IT and Computer Science, with optional enrichment sessions in coding. MS Applications and Cybersecurity. The successful candidate will be expected to teach IT, alongside the Computer Science that is part of the BTEC qualification.

Altus Education Partnership

Altus Education Partnership is a Multi Academy Trust and was established in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, and grew from the Trust's desire to improve education in the borough of Rochdale as a whole.

The Trust currently comprises five academies, including ourselves. The other four academies are:

- **Edgar Wood Academy** is an 11–16-year-old state-funded secondary school who opened their doors in September 2021. From September 2022, students at Edgar Wood Academy were the first to experience their new school building, with its modern state-of-the-art facilities.

- **Kingsway Park High School** is an Ofsted-rated Good school with a strong track record of providing students with an excellent education. The Academy recently benefitted from a new teaching block, which opened in late 2024.

- **Bamford Academy** is an Ofsted-rated Good primary school providing a caring and nurturing environment. It is a popular first choice for many families in the area.

- **Caldershaw Primary School** joined the Trust on 1 July 2025. It is Ofsted Outstanding and one of the most oversubscribed primary schools in Greater Manchester.

Altus is on the cusp of further growth, with three additional schools currently considering academisation in the autumn term.

We also benefit from strong local partnerships. Most notably, and uniquely within the post-16 sector, Altus has a Memorandum of Understanding with Hopwood Hall College, coordinating curriculum and supporting seamless transition for students into post-16 education.

Opportunities for CPD

- There is a rigorous ECF programme of study at RSFC that involves weekly meetings, professional discussion and persistent reflection of teaching practice to ensure our ECTs are gaining the best possible start to their career. These weekly meetings and reflections form part of the ECT developmental programme that will lead to recognition and potential certification by the College of Teachers at the end of two academic years.
- RSFC provides additional responsibility allowances for the development of pedagogical areas identified in the strategic action plan. Staff here at the college have the opportunity to apply for such posts and develop whole college teaching and learning strategies to implement change where deemed necessary.
- All staff at RSFC have the opportunity to attend specific teaching and learning workshops throughout the academic year. These workshops are developed and delivered by teachers who wish to share their expertise or provide feedback based upon research that they have carried out within the college with the Vice Principal for teaching, learning and assessment.
- Experienced teachers at RSFC can become trained lesson observers to support quality assurance cycles, staff development and subject are reviews. All teachers are offered the opportunity to take part in joint learning walks both within and outside of their subject specialism.
- All staff at RSFC have personalised performance management targets that specifically allows individual professional development in the sixth form sector. Staff may work in clusters or on an individual basis with supervision and support from the Senior Leadership Team. RSFC is committed to both student and staff learning and provides all the necessary requirements to ensure staff develop at a rate that reflects their aspirations and professional goals in both the short term and long term.
- All teachers at RSFC are supplied with booklets, guides and the latest research documentation to support their current pedagogy and personal development.

Job Description

Job Title:	Teacher of IT (with ability to teach Computer Science)
Reports to:	Subject Leader of ICT & BTEC Health & Social Care
Line Manages	N/A
Contract:	**Full-Time – Permanent – Term time only**
Renumeration:	The post will be paid on the Sixth Form Colleges Association Teachers Pay Spine, **points 1-9** currently, **£33,465 to £51,714.**
Start Date:	As soon as possible

Teacher of IT

Key Focus: Maximise Students' Achievements

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of RSFC.

Primary Purpose

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus on learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

Main Elements of the Role

A. Planning, Teaching and the Promotion of Learning

Subject teachers are required to:

- Teach allocated students by planning teaching to achieve progression of learning in accordance with RSFC policies.
- Be in sympathy with the RSFC ethos that has high expectations with powerful support – compassionate rigour is the theme!
- Ensure lessons are differentiated for the individual needs of students.

- Use a variety of teaching strategies, which involve planned formative assessment and active learning strategies. Seek to ensure the interests of students are engaged and sustained through provision of clear structure for lessons, maintaining pace, motivation and challenges.
- Encourage students to think and talk about their learning, develop self-control and independence, concentrate, persevere, and listen attentively.
- Work actively to create an ethos that promotes equality, celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with special educational needs.
- Plan and work in accordance with subject area course outlines and examination specifications.
- Display sound knowledge and understanding of their subject area.
- Establish good relationships that promote the achievement of learning, whilst maintaining a purposeful and positive atmosphere in the classroom through the clear communication of Rochdale Sixth Form College expectations.
- Set the learning in the context of what has gone before and make it clear what it is intended to achieve.
- Monitor and intervene when teaching to ensure effective learning and maintain a safe environment in which students feel confident.
- Self-evaluate teaching critically to improve effectiveness.
- Keep full attendance records sending electronic class attendance data promptly.

B. Monitoring, Assessment and Reporting Student Progress and Achievement

- Assess academic performance in the light of previous achievement to enhance the value-added results of all students.
- Assess how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching.
- Assess students' work in accordance with RSFC assessment policy and awarding body assessment objectives and mark criteria.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade/level at which the student is achieving.
- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews).
- Set sufficient work for formal assessment such that students' understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level.
- Complete formal reports on students according to the College reporting systems and the reporting calendar.
- Attend parents' evenings according to the College calendar to keep students' families and/or their carers informed about their progress.

C. Contribution to the Overall Management of RSFC

Subject teachers are required to:

- Operate at all times within the stated policies and practices of the College and promote them actively.
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the staff code of conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College Day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere.
- Work co-operatively with staff throughout the College to implement subject improvement plans and the College Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to curriculum/subject, learning & teaching group and staff meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole College development goals. For newly qualified teachers, and teachers new to the College, this will include attendance in any sessions organised as part of formal induction programmes.
- Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy.
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the College Health and Safety Policy and Child Protection procedures and implement them as appropriate.
- Contribute to College provision for enrichment activities and study centre supervision as consistent with individual timetables.
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Days/Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students where there is consistence with individual experience and workloads.
- Participate in College quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the College line management system.
- Play a co-operative and supportive role within curriculum areas and the College as a whole through the sharing of good practice and mentoring/coaching activities for less experienced staff where this is appropriate.
- Undertake other such duties as reasonably required by the Principal.

Person Specification

		Assessed by:				
No.	**CATEGORIES**	**App Form Letter**	**Interview**	**Teaching Exercise**	**Refs**	**Results Sheet**
ESSENTIAL CRITERIA						
1.	A good relevant degree	√				
2.	QTS or QTLS or willingness to work towards	√				
3.	PGCE or PGDE					
4.	A passion for teaching the subject	√	√	√	√	
5.	Ability to engage with students, inspiring learning & promoting success	√	√	√	√	
6.	Very good classroom practitioner	√	√	√	√	
7.	Ability to devise new resources for learning	√	√	√	√	
8.	Knowledge of active learning and teaching styles	√	√	√	√	
9.	Evidence of dynamic and innovative practice	√	√	√	√	
10.	Either – successful teaching placement (*applicants currently in training) OR* successful record of teaching including very good exam results in one or more of KS4 & KS5	√			√	√
11.	Commitment to learning and teaching as first priority	√	√		√	
12.	Competence in the use of ICT	√	√		√	
13.	Ability to contribute positively to teams, share ideas & develop resources co-operatively	√			√	
14.	Ability to be adaptable & flexible	√	√		√	
15.	Effective inter-personal & communication skills	√	√	√	√	
16.	Commitment to valuing the individual and boosting their self-belief and worth – *an unconditional positive regard for young people*	√	√		√	
17.	Commitment to high standards & expectations – no accepting of second best in students and staff	√	√		√	

18.	Commitment to professional learning & institutional improvement	√	√		√	
19.	Commitment to high professional & personal standards of work & conduct	√	√		√	
20.	Determination to promote equality of opportunity		√		√	
21.	Ability to offer enrichment & contribute to wider college life	√	√		√	
22.	Commitment to professionalism, sharing, teamwork & collaboration	√	√		√	
23.	Commitment to enjoying work!		√			
DESIRABLE CRITERIA						
24.	Able to use interactive ICT systems for learning and teaching	√	√		√	
25.	Ability to teach year 1 and year 2 linear in the subject	√			√	
26.	Experience of examining subject	√				

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