Teacher - Computing and ICT
Start date - 1st September 2026
Candidate Pack

Salary: M1—U3

Contract Type: Full Time

Contract Term: Permanent

Location: Litherland High School, Sterrix Lane, Litherland, Liverpool, L21 0DB

LHS

Teacher of Computing and ICT

Salary
M1—U3

Contract Type
Permanent

Hours
STPCD

Closing Date
Monday 2nd March 2026—noon

We are seeking to appoint an inspiring and enthusiastic Teacher of Computing & ICT to join our thriving, oversubscribed school. The successful candidate should be a well-qualified and enthusiastic teacher with effective, evidence-informed teaching and learning strategies to improve the quality of education in order to raise academic achievement. Whilst we are seeking a teacher who is able to deliver Computing and ICT at KS3 and 4, the ability to teach Business Studies would also be advantageous. The department currently deliver GCSE Business, GCSE Computer Science and are increasing the KS4 offer to include BTEC ICT from September 2026.

At Litherland High School we believe in providing our students with excellent and exciting educational opportunities based on the core values of kindness, integrity and tenacity. We are proud of our broad and balanced curriculum and high aspiration; there is no cap on ambition building the skills for successful lives. We are incredibly proud that our relentless focus on improvement was validated by Ofsted in February 2024, securing Good in all areas. We are resolutely on our journey to provide an outstanding education for our students.

One of the foundations of our success is our place in the heart of our community; the relationships between our staff, students and families are fundamental to securing the high levels of engagement. This partnership helps us to ensure strong behaviour, which means our teachers can work in a happy and safe environment, focused on what they do best: teaching. Our staff are committed to our school and community; many of them have been here for most of their career – indeed several are alumni and live locally - and staff turnover is low, which we believe is indicative of a happy work environment and a commitment to staff well-being.

If you can inspire children, enjoy working with young people and are determined to make a real difference to the students you teach then you could be the kind of teacher we are looking for.

Litherland High School is committed to safeguarding children and promoting the wellbeing of young people. An appointment will only be confirmed if a satisfactory Enhanced Disclosure is obtained from the Disclosure & Barring Service (DBS), and will be subject to references.

Further information about our school can be found on the school website:

Job Description

Job Title: Teacher of Computing & ICT
Department: Business & Computing
Responsible to: Subject Leader for Business & Computing
Salary: STPCD

Job Overview

We are seeking a passionate and skilled Teacher of Computing & ICT to join our dedicated and well-established department at Litherland High School. The ideal candidate will use evidence-informed approaches rooted in cognitive science, data-driven assessment, and targeted interventions to drive strong progress and attainment in Computing & ICT.

Key Responsibilities

1.   Deliver consistently good Computing & ICT teaching, in line with curriculum plan and examination specifications.
   - Plan and deliver high-quality, engaging lessons that apply cognitive science principles such as spaced repetition, retrieval practice, and the use of worked examples to enhance learning and retention.
   - Use teaching strategies like scaffolding, chunking, and interleaving to help manage cognitive load, making the content accessible and achievable for students of all abilities.
   - Design real-world problem-solving activities and applications to engage students and foster a deeper understanding of computing and ICT.
   - Teach both practical and theoretical elements of Computing & ICT in line with the National Curriculum to ensure students become independent problem solvers and learners.

2.   Assessment, Data, and Targeted Support
   - Ongoing Assessment: Implement a variety of assessment methods, including formative and summative assessments, low-stakes quizzes, and regular retrieval practices to monitor understanding and progress.
   - Data-Driven Instruction: Use data analysis to identify trends, gaps, and areas for improvement, tailoring instruction and intervention to meet students' specific needs. Track student performance over time to ensure strong progress and attainment.
   - Targeted Interventions: Develop and deliver targeted support for students who are not meeting progress benchmarks, using data to inform personalised learning and improve outcomes.

3.   Promote Strong Progress and High Attainment
   - Set ambitious yet achievable goals for all students, fostering a culture of high expectations
   - Use evidence-based strategies to maximise progress and help students achieve their highest potential, regularly reviewing progress data and adjusting teaching methods to ensure sustained improvement.
   - Prepare students thoroughly for assessments and exams, equipping them with the study skills, knowledge, and confidence needed for success.

4.   Support Students with SEND and foster an inclusive classroom
   - Foster an inclusive classroom environment, working closely with the SEND team to implement adaptive teaching approaches and adopt best practices for students with diverse needs.
   - Regularly review and adjust teaching approaches, classroom resources, and support strategies to accommodate students with specific learning difficulties, sensory needs, or physical challenges.
   - Build strong relationships with students with SEND, supporting their emotional and academic needs and helping them build confidence and self-efficacy.

5. Develop Resilience
   - Encourage a growth mindset by helping students understand that mathematical ability can improve with effort, effective practice, and persistence.
   - Act as a role model and mentor, building students' resilience and self-efficacy, especially for those facing challenges outside of school.
   - Use data to celebrate improvements, however small, to motivate students and reinforce the value of steady progress.

6. Collaborate with School, Families, and Community
   - Work collaboratively with colleagues to ensure a holistic approach to supporting student learning and well-being.
   - Engage with parents and carers to keep them informed about their child's progress and equip them with strategies to support learning at home.
   - Participate actively in school improvement initiatives and extracurricular activities that help build a supportive learning community. (Clubs, Competitions, Trips).

7. Commit to Professional Growth and Development

   - Pursue ongoing professional development opportunities focused on evidence-informed teaching, data analysis, and effective intervention strategies to continually enhance instructional practices.
   - Contribute to department meetings, sharing best practices and insights on assessment, cognitive science, and data usage to help improve overall student outcomes.
   - Develop subject knowledge by keeping up to date with developments in digital technologies.
   - Promote and integrate sustainability, ethics, real work applications in to teach the Computing & ICT Curriculum at both KS3 and KS4.

Other

1. To follow the school's Safeguarding policy and report any incidents via CPOMS as soon as possible.
2. To undertake necessary training/development required in order to keep up to date with developments as identified through performance management.
3. To ensure compliance with the school's Health & Safety Policy, personally contributing to an environment that welcomes diversity and respects individuals.
4. To contribute to other aspects of the operation of the school.
5. Act as a role model in all aspects of School life.

Person Specification

Personal Attributes Required	Essential (E) or Desirable (D)
QUALIFICATIONS/TRAINING Degree in Computing, ICT or directly related subject QTS Commitment to ongoing professional learning Recent relevant Professional Development Higher Degree Additional subject specialism	 E E E D D D
EXPERIENCE **Teaching Experience**: • Proven experience teaching Computing and/or ICT at KS3 and 4, with a track record of fostering academic progress and understanding for students of varying abilities • Delivery of a second subject • Experience in a school within a similar context • Experience of digital technologies Some experience in designing and writing programs using high level programming language (E.G. Python) **SEND Experience**: • Experience working with students with special educational needs and disabilities Demonstrated ability to implement adaptive teaching strategies. C**lassroom Management**: Management of a diverse classroom effectively, creating an inclusive and positive learning environment for students of all abilities and backgrounds. High aspirations and expectations of behaviour, engagement and achievement; commitment to establishment of consistency and routines.	 E D D D D D D E E

Person Specification

SKILLS/KNOWLEDGE/APTITUDES	
• Subject Mastery: Strong and current knowledge of the Computing & ICT curriculum at KS3 and KS4, including both relevant GCSE and vocational alternatives, with the ability to make concepts accessible and engaging for all students.	E
• Outstanding Teaching Techniques: Skilled in using evidence-based instructional techniques such as:	E
• Direct Instruction: Clearly structured lessons that include modelling, guided practice, and scaffolding for deeper understanding.	E
• Formative Assessment: Frequent use of formative assessments to monitor student progress, identify learning gaps, and adapt planning and teaching.	E
	E
• Metacognitive Strategies: Encouraging students to think about their own learning through techniques like self-assessment, reflection, and goal-setting to build independent learning skills.	E
• Adaptive Teaching: Expertise in adjusting instructional methods and materials based on real-time assessments of student needs, particularly to support SEND students and those who may struggle with traditional approaches.	E
• Engagement Techniques: Use of engaging teaching methods such as real-world applications, problem-based learning, and collaborative group work to make Computing & ICT relevant and appealing.	E
• Assessment for Learning: Proficient in designing, administering, and analysing assessments that not only measure learning outcomes but inform next steps in instruction to drive further learning and understanding.	E
• Collaboration with Support Staff: Effective in working alongside SEND coordinators, teaching assistants, and other specialists to implement individualised learning plans and maintain a consistent support network for students.	E
• Technology and Tools for Enhanced Learning: Proficient in using digital tools, interactive platforms, and assistive technologies to enhance understanding and accessibility, and to support memory and engagement.	D
• Lesson planning which enables our students to become strong problem solvers, creative and innovative.	D
• Development of inspirational resources which inspire, encourage curiosity, and independent thinking.	D
• Some knowledge of designing and writing programs using high level programming language (E.G. Python)	D
• Ability to create a program using sub-routines, arrays, variables, decisions and iteration.	D

Person Specification

Personal Qualities	
• Genuine enthusiasm for Computing & ICT and teaching, with a deep commitment to helping all students achieve their potential and fostering a growth mindset.	E
• Demonstrates patience, empathy, and understanding for students who learn at different paces or who experience learning difficulties.	E
• Committed to ongoing self-reflection and professional growth; regularly evaluates the effectiveness of their teaching and adapts practices based on feedback and student outcomes.	E
• High ethical standards and professionalism, with a focus on confidentiality, especially concerning sensitive student information.	E
• Able to adapt to new teaching challenges, including curriculum changes or the introduction of new educational technologies and methodologies, to continuously improve student outcomes.	E
• Experience running extracurricular activities that support and inspire a love for Computing & ICT.	D

We Offer:

- An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team

- Support and training so that you can flourish in your role

- Recognition of the importance of a work life balance and employee wellbeing

- Car lease scheme

- Cycle to work

- Appropriate pension scheme

- Employee Assistance Programme (EAP)

How to Apply

Applicants must have relevant qualifications and experience related to this role, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CVs. Please email your completed application to recruitment@theheathfamily.org.uk

Application closing date: Monday 2nd March 2026 at noon

Shortlisting Date: w/c 2nd March 2026

Interview Date: w/c 9th March 2026

About the Trust

Our work at The Heath Family Trust is rooted in our mission, our values and in a commitment to giving our pupils the best start in life. We collectively hold ourselves and each other to the highest standards. You will thrive in an environment that values **clarity** in communication and purpose, fosters **collaboration** across all levels, and champions a culture of **accountability**.

Academic rigour is our priority. We achieve this by ensuring our work is thorough and of the highest intellectual integrity.

⊘ WHY WE EXIST: A SHARED PURPOSE

To empower our children to overcome barriers, be able to compete with the best, and shape the future.

⊘ HOW WE BEHAVE: THE HEATH FAMILY VALUES

With kindness: we look out for each other.
With integrity: we do the right thing.
With tenacity: we do what it takes.

⊘ WHAT WE DO

We lead schools in the North West to maximise attainment and nurture confident, resilient and compassionate individuals.

We Offer:

THE Heath Family Trust

✓ An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team

✓ Support and training so that you can flourish in your role

✓ Recognition of the importance of a work life balance and employee wellbeing

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