

Job Title: Graduate Teacher of Computer Science

Reports to: Head of Teacher Training and Head of Department

Job Purpose

The Graduate Teacher Development Programme (GTDP) provides the opportunity for graduate teachers to begin their professional journey in teaching by immersing them in a full-boarding environment for a two-year fixed-term contract, commencing in September 2027 and ending in August 2029.

The programme offers structured, wide-ranging, personalised training, development, and mentorship. It embodies Eton's holistic vision of education, providing extensive experience and skills development within the three intersecting spheres of school life: academic, pastoral, and co-curricular.

Across the two years of the programme graduate teachers will build the foundations for a successful and fulfilling career in teaching. Year One will follow an in-house Foundations programme, run by the Teaching and Learning team at our Centre for Innovation and Research in Learning (CIRL). Year Two will provide graduate teachers with a PGCE and QTS, through our partnership with the National Institute for Teaching and Education (NITE) and the University of Coventry, enabling them to teach in both the state and private sectors.

Department

We are seeking to appoint an enthusiastic and skilled Graduate Teacher who is excited to contribute to the further development of this growing department.

Instilling in our students a passion for Computer Science and how to harness its potential to impact our world is at the heart of what we do.

The Computer Science Department has well-resourced facilities. Each classroom is equipped with Macs for practical programming work and a central space for collaborative work and theory lessons. The successful candidate would be expected to contribute to the wider running of the department in a variety of ways: the continued development of teaching resources, organising visits, assisting in the running of the Computer Science Society, external competitions and Oxbridge preparation.

Numbers at A-Level are growing, and we are fortunate to teach a significant number of students wanting to pursue the subject at university and beyond. We teach the OCR syllabus and currently stretch and challenge our students with a short course on iOS application development to include advanced software development techniques. At GCSE level, there has been a steady increase in uptake, and it is now a very popular subject. It's exciting to see so many students gain a solid foundation in both programming and the fundamentals of Computer Science throughout the two-year programme – skills that will serve them well whatever their future aspirations and career objectives. All pupils in Year 9 have a weekly computer science lesson which offers a foundation in computational thinking,

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problem solving and programming. In addition, the course covers broader digital skills related to the application of technology in the modern world, as well as e-safety.

Classroom learning is also enhanced by a culture that promotes independent research and investigation beyond the syllabus. All our teachers contribute to the challenging, exciting learning environment to which we expose our students, both within lesson time and beyond.

The depth of experience and expertise within our Computer Science department means that we are well equipped and excited to be developing and supporting recent graduates into the profession.

Key Tasks and Responsibilities

ACADEMIC

With the close support of your mentor and the Head of Teacher Training, you will:

- Develop as a classroom practitioner, through a calibrated process that allows for a gradual increase in responsibility. From observing and reflecting and acting as a teaching assistant, through team-teaching or co-teaching responsibilities to taking sole responsibility for your classes in the second year.
- In Year 1, work with the Teaching and Learning team at our Centre for Innovation and Research in Learning (CIRL) on our Foundations course, which focuses on teaching fundamentals and building confidence and competence in the classroom.
- In Year 2, complete QTS (Apprenticeship Route) with PGCE delivered online through the National Institute for Teaching and Education (NITE) and the University of Coventry.
- Get fully involved in the busy life of an academic department. You could, for example, be developing resources; helping deliver partnership activities; providing one-to-one support sessions or clinics; assisting with university applications; providing cover; attending department INSET; supporting society meetings; invigilating internal examinations; and assisting with trips.

CO-CURRICULAR

With the guidance of a co-curricular mentor, you will:

- Contribute to the sports programme. Your involvement will depend upon your experience and expertise, but could range from shadowing, co-coaching, and assisting with practices and providing supervision and guidance, to 1-2-1 coaching, refereeing, and taking full responsibility for a team. Appropriate training and support will be provided.
- Contribute to other areas of the co-curriculum depending on your skills, experience, and interest. There are a host of areas to be involved in, including drama, outdoor education, CCF, debating, social impact, environmental or inclusion education, partnerships activities or additional sports.
- Work with our Summer Schools team to help deliver our Into University and Eton Connect summer schools for three weeks each summer.
- Provide logistical support for major school events, such as open days, parent teacher meetings, as well as social events, trips, and the supervision of school transport at the start and end of holidays.

PASTORAL

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You will:

- Undertake all pastoral and safeguarding training provided as part of the programme.
- Develop an understanding of the nature of a boarding community and the role of boarding house teams in the lives of students by joining a house team as an 'assistant' in your first year, undertaking a weekly duty evening and eating regularly with the boys in the house.
- Further develop your pastoral experience in the second year as a Resident House Tutor, tutoring a group of six boys, and becoming more fully involved in the life of a boarding house.

All employees of Eton College are also expected to:

- Develop a good understanding of safeguarding procedures, given all positions at Eton are classed as 'regulated activity';
- Demonstrate a commitment to safeguarding and promoting the welfare of children. This includes, but is not limited to, completing safeguarding training as required, complying with all safeguarding procedures, and ensuring any safeguarding updates issued by the College are read and understood.
- Understand and comply with procedures and legislation relating to confidentiality;
- Display a commitment to and promotion of equality, diversity, and inclusion.

Skills and Competencies Required

To be successful in this role, you will need:

Academic Achievement:

- A good undergraduate degree (2:1 or above) in a curriculum subject (or a subject closely related to the school curriculum) and a clear passion for that subject;
- A standard equivalent to grade C/4, or above, in GCSE English and Mathematics, in order to meet the criteria for the QTS Apprenticeship Route and PGCE course in Year 2.

Knowledge and experience:

- Prior experience of working with, teaching, coaching, or mentoring young people in any capacity;
- Experience of working in a team to achieve a shared goal;
- Knowledge, experience, or interest in extra-curricular (co-curricular) activities.

Personal Qualities and Skills:

- An interest in a career in teaching and an understanding of Eton's holistic vision of education;
- A desire to contribute to the extra-curricular (co-curricular) activities offered by the College;
- A commitment to the pastoral well-being of young people and to uphold the highest standards of pupil welfare and safeguarding procedures;
- The desire to be fully involved with the life of a busy boarding school – this will include co-curricular and pastoral duties that fall on evenings and weekends; you appreciate a boarding school operates 24/7 during term time and this can sometimes impact on your personal plans;
- The ability to actively reflect on your own practice, and the willingness to take on board advice and constructive feedback;
- Excellent written and verbal communication skills which will allow you to communicate effectively with a wide range of people;
- Excellent attention to detail with high levels of motivation, personal organisation, energy and initiative;
- Positivity, flexibility, and the ability to juggle a variety of tasks.

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ROLE PROFILE

In addition to the above, in order to enrol on the QTS Apprenticeship Route with PGCE, you will need to demonstrate that you hold the right to work and study in the UK and have been normally resident in the UK/EEA for the last three years.

Working Pattern

This is a two-year fixed term contract, commencing in September 2027 and ending in August 2029. During school term-time, the working pattern will be 6 days per week and approximately 40 hours per week. However, these hours may fluctuate depending on the needs of the College. The role is contracted to work for 37 weeks per year (school term time, plus three days before the start of each term, plus 3 weeks of Summer Schools which support the school's partnership programme). On top of these working weeks, the post holder is entitled to 5.6 weeks paid holiday, meaning they will be paid for 42.6 weeks in total. The remaining 9.4 weeks are considered unpaid leave, but the salary is paid over 12 months. The post holder is required to take their annual leave during non-term periods, excluding the 3 days before the start of term and the 3 weeks of Summer Schools – which normally run from early July, as these are periods they are required to work.

Accommodation on site will be provided. This is free of rent (although there will be a small personal tax liability for this benefit). In their first year, Graduate Teachers live in a shared house in the centre of the school. This accommodation comprises individual en-suite bedrooms and communal areas. The accommodation is part-furnished and is suitable for a single person. In their second year Graduate Teachers live in individual self-contained flats within boarding houses as a Resident Tutor.

Disclosure Checks

Eton College is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including, but not limited to, reference checks with past employers, an Enhanced Disclosure from the Disclosure and Barring Service (including Barred List information), an online search and, where applicable, Prohibition checks. If you are successful in your application, you will be required to complete a DBS Disclosure Application Form. Any information disclosed will be handled in accordance with any guidance and/or Code of Practice published by the DBS. The College is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions, reprimands, and final warnings (including those which would normally be considered as "spent" under the Act) must be declared, subject to the DBS filtering rules. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the College.

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